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GENERAL REPORT
ON
Public Instruction,
IN THE
NORTH WESTERN PROVINCES,
OF THE
BENGAL PRESIDENCY.
FOR
1846-47.

~~~~~  
A G R A :

WM. H. HAYCOCK, SECUNDRÁ ORPHAN PRESS.

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# TABLE OF CONTENTS.

## PART I.

### GENERAL REVIEW.

|                                                          | <i>Page.</i> |
|----------------------------------------------------------|--------------|
| Abolition of Allahabad School, .....                     | 1            |
| Native Civil Assistant Engineers, .....                  | <i>ib.</i>   |
| Calcutta Medical College and Robertson Scholarship ..... | 2            |
| Delhie Vernacular Society, .....                         | 3            |
| Report on the Bhopal School, .....                       | <i>ib.</i>   |
| General Examination .....                                | 4            |
| Indigenous Village Schools, .....                        | <i>ib.</i>   |
| Accounts of Education Fund for the years 1846-47, .....  | 5            |
| Total number of Students with average attendance, .....  | <i>ib.</i>   |

## PART II.

### SPECIAL REPORTS.

|                          |    |
|--------------------------|----|
| Ghazeepoor School, ..... | 7  |
| Benares College, .....   | 12 |
| Allahabad School, .....  | 42 |
| Saugor School, .....     | 43 |
| Jubbulpore School, ..... | 50 |
| Bareilly School, .....   | 52 |
| Agra College, .....      | 61 |
| Delhie College, .....    | 77 |

# APPENDIX.

## PART III.

|                                                                                                                                                                                                                                     |      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| Notification on the subject of Native Sub-Assistant Engineers, .....                                                                                                                                                                | iii  |
| Circular to Local Committees at Agra, Benares and Delhie, relative to measures for encouraging Natives of Upper India, to resort to the Medical College in Calcutta, in order to qualify themselves as Sub-Assistant Surgeons. .... | v    |
| List of Oordoo Books printed during 1846-47 by the Delhie Vernacular Society. ....                                                                                                                                                  | vii  |
| Captain Cunningham's Report on Schools in Bhopal, .....                                                                                                                                                                             | viii |
| Questions and Answers at the General Examination. ....                                                                                                                                                                              | xvi  |
| Abstract of the District Reports on Indigenous Schools, .....                                                                                                                                                                       | xl   |
| Course of Studies for 1847, .....                                                                                                                                                                                                   | lvii |



# REPORT

FROM

*1st May, 1846, to 30th April, 1847.*

## PART I.

### GENERAL REVIEW AND OBSERVATIONS.

The chief change which has taken place during the past year in the Educational Institutions of these Provinces has been the abolition of the Allahabad School; or rather its relinquishment as a seminary supported by Government. It is satisfactory to know that this School has been taken up with much zeal by private individuals; and that the inhabitants of Allahabad and its neighbourhood will not be deprived of the opportunity which they have hitherto enjoyed of obtaining education for their children. The reasons which induced the Government to take the above step will be found in the notice regarding the School which has been inserted in its usual place in the following Report.

In the notification published in the Appendix to the last Report, it was stated that the number of appointments of sub-Assistant Executive Engineers had been limited by the Supreme Government to four. Since then this narrow limit has been removed, and the number of such appointments, to be filled up as well qualified candidates present themselves, has been raised to 20.

Captain Oldfield, of the Engineers, has been now added to the Examining Committee mentioned at page 3 of the last Education Report. Eight candidates have, during the present year, presented themselves for examination, of whom four, by name, Buldeo Buxsh, Luckhun Singh, Peernahar Shah and Madhoo Ram, were pronounced sufficiently qualified in the more important theoretical branches of their profession. They have consequently been allowed to prosecute their further studies at Roorkee, under the superintendence of the Director of the Ganges Canal, with the prospect of receiving their appointments, if they qualify themselves in the practical parts of their duties within a period of 6 months (see Appendix A.)

Munnoo Lall, who was passed last year, has been employed upon the works in progress for the new Ganges Canal, and the Director reports favorably upon his services, and upon the efforts which he has made to improve himself since his appointment took effect.

The Secretary to the Council of Education, when forwarding copies of the last report of the Medical College in Calcutta, stated, that of the two Robertson scholars in that Institution, one, by name Buxiram, was making fair progress, and continued steady and industrious. The other, Khyratee Khan, had been so uniformly idle and irregular as to render his expulsion necessary. The College Council would have allowed him a further trial, but his ignorance of even the elementary branches of his profession precluded the possibility of retaining him with any hope of eventual advantage. He was consequently expelled with the concurrence of the Hon'ble the Lieutenant Governor.

There are now three of these Scholarships vacant, for which there is no immediate prospect of candidates coming forward.

The general question of inducing the natives of these provinces to resort to Calcutta for the purpose of entering the Medical College, has been since brought before the Agra Government by the Government of India, in connexion with some suggestions of the Council of Education on the subject of that Institution. One of these suggestions was that a special Scholarship should be attached to every Government College in the Mofussil, tenable in the Medical College for 5 years. In compliance with this proposition, the following offer has been made to the holders of senior English Scholarships in the Agra, Delhie and Benares Colleges. If any such Scholar, who may be considered sufficiently qualified, is willing to enter the Calcutta Medical College, he will be allowed to retain his stipend while so employed, in addition to the usual allowance to the Medical students in the College. This privilege is to be allowed, in the first instance, for 3 years, and afterwards, if recommended by the Council of Education, for 2 years more, but its continuance is to be dependent on the progress made, (Appendix B.)

It is not, however, anticipated that much benefit will be at first derived from this measure. In the present state of things, the comparatively few students of the Upper Provinces, who possess such qualifications as would enable them to enter the Medical College, are able to find ready employment for their talents in other professions more suited to their taste. Their reluctance to proceed to Calcutta for the period requisite for medical study will be another obstacle to their acceptance of the offer now made them. These are difficulties which time alone is likely to remove. As education advances, the number of well

#### AND OBSERVATIONS.

educated youths will increase beyond the demand for their services in the more favorite appointments, and they will become glad to avail themselves of other openings, of which they now decline to take advantage.

The report of the Delhie Vernacular Society for 1846 has been published in the public prints. It appears that there is an increasing private demand for the books published by the Society; the sums realized during the year by works disposed of to natives and other private individuals being nearly equal to the amount raised by sales to Government, still the stock of unsold works had accumulated on the Society's hands so as to reduce their available funds from 5,814-15-5 to 3,002-2-1. It was therefore apprehended that unless a favorable change should take place in this respect the funds would soon entirely fail.

It was stated in this report that there were no fewer than twelve lithographic presses at Lucknow, and six or seven at Delhie, besides others at Bombay and other places. By these presses the native public is said to be amply supplied with popular works, and there was no reason why the Vernacular Society should attempt to compete with them in that department. On the other hand experience had proved that Scientific works could not be printed, even in Europe, unless under powerful patronage, without entailing loss on the publishers. It was therefore hoped that those who were intrusted with the attempt to introduce English sciences into India in a native garb, would again contribute so as to enable the Society to continue its operations.

The works published by the Society during the years 1846-47, will be found in the Appendix (C.) The usual number of each of these works has been taken for the Schools and Colleges in the North Western Provinces.

In the Appendix (D.) will be found an interesting report by Captain J. D. Cunningham, Political Agent in Bhopal, upon the School at that place, which was so well known during its superintendence by the late Mr. Wilkinson. Captain Cunningham's views as to the course of instruction to be pursued in institutions of this nature, where there is no sufficient inducement for the study of English, are considered to be clear and judicious, and it is hoped that the publication of them will be useful to those who have charge of similar Schools, or of vernacular classes in English Schools, in other parts of the country. There is much truth in the remarks contained in the 11th Para. of Captain Cunningham's report, as to the desirableness of preparing a set of Vernacular School books on a more comprehensive and uniform design than has hitherto been attempted. Such a set might probably be compiled in English without much difficulty by the Principals of the several Colleges in communication with each other, and might, afterwards, be gra-

dually translated into the Vernacular languages as opportunities might offer. It will be seen by reference to the separate report on the Delhie College, that the principal of that Institution has brought to notice a similar want of uniformity in the studies of the English classes in the different Colleges, and has proposed to remedy it in the manner above recommended.

The General Examination took place at the usual time and in the same manner as in former years. Some of the questions proposed, and of the answers received, will be found in the Appendix (E.)

Mr. Fink's third report upon the Schools in the Agra District was forwarded to Government on the 3rd May, 1847. He reported that his three Native Inspectors were now able to read Oordoo with tolerable fluency, and that they had made considerable progress in Persian. He therefore recommended that their salaries should be raised to 15 Rupees a month each, which has been sanctioned.

Mr. Fink had assigned pecuniary rewards, amounting in the aggregate to Rs. 257-15-0, to 97 of the teachers who had been most successful in introducing Ramsurn Dos' books, together with the Rajute and the Bagh-o-Bahar into their respective schools. He had also awarded prizes of books to some of the best scholars. He proposed in his report that he should be further empowered to give written certificates to those masters and pupils who might be most deserving of them. The adoption of this measure has been authorized, but caution has been enjoined in granting the certificates.

Some remarks were made in the report on the evil effects produced by the system of gratuitous instruction pursued in the Agra College, whereby not only were many scholars drawn away from the other Schools who could afford to pay for their instruction, but the College itself was injured by making it accessible to the lower orders of the community. These remarks have furnished occasion for again recommending to the Agra Local Committee either to demand a monthly payment from all who attend the College, or to require a higher standard of knowledge as the condition of admission. The result of this communication will be shown in next year's report.

The passage quoted in the margin\* from Mr. Fink's report was of a nature to attract serious attention. Further enquiry has been instituted by the Government into the grounds of the statement therein made, the result of which will also appear in the next Annual Report.

\* "Amongst the circumstances which have impeded the diffusion of useful knowledge in the country must be included the introduction of printing. Paradoxical."

Further enquiry has been instituted by the Government into the grounds of the statement therein made, the result of which will also appear in the next Annual Report.

"cal as this may be, it is a  
 "fact that books calculated  
 "to demoralize the heart, and  
 "give the mind a wrong bent  
 "have multiplied, and con-  
 "sequently a great many  
 "opinions and sentiments,  
 "which were giving way  
 "before the progress of truth  
 "have regained possession of  
 "the native mind."

\* Panniput.  
 Cawnpore.  
 Etawah.  
 Moradabad.  
 Delhi.  
 Juanpore.  
 Azimguh-

embraces the most important points of information contained in the several reports.\*

Since the close of the year, returns of the state of Indigenous Education have come in from several additional districts, and it is hoped that in a few months the Government will be in possession of the required information for the whole of these provinces, so far as it can at present be obtained.

The usual statements of receipts and disbursements for the year, as drawn out by the Accountant, will be found in Appendix (II.) It will be seen that of the balance standing to the credit of the Education Fund at the close of last year, the sum of Rs. 82,161-14-6, has been invested in Government securities; thus raising the amount of stock in deposit with the Government Agent from Rupees 4,81,000 on the 30th April, 1846, to Rupees 5,63,561-14-6 on the corresponding date in 1847.

Subjoined is a statement showing the number of students in all the Institutions on the 30th April, 1847, with the average attendance during the year. The abolition of the Allahabad School will account for the reduction of numbers shewn in this statement, as compared with that published in the last report.

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\* It is with great regret that the Government has lately received intelligence of Mr. Fink's unexpected demise. He was a zealous and useful Public Officer, and it will be especially difficult to supply his place in the duties to which his attention has lately been directed.



*General Statement of Number, Caste, &c. of the Students on  
the 30th April, 1847.*

| Names of Institution.      | Number of Students. |          |             |        | Average attendance. |
|----------------------------|---------------------|----------|-------------|--------|---------------------|
|                            | Christians.         | Hindoos. | Mahomedans. | Total. |                     |
| Ghazeepore School, . . .   | 7                   | 94       | 27          | 128    | 109                 |
| Benares College, . . . .   | 6                   | 190      | 13          | 209    | 176                 |
| Saugor School, . . . . .   | 2                   | 146      | 27          | 175    | 154                 |
| Jubbulpore School, . . . . | 0                   | 161      | 29          | 190    | 125                 |
| Barcilly School, . . . .   | 4                   | 184      | 68          | 256    | 224                 |
| Agra College, . . . . .    | 22                  | 301      | 55          | 378    | 362                 |
| Delhie College, . . . . .  | 18                  | 209      | 107         | 334    | 289                 |
| Total, . . . .             | 59                  | 1285     | 326         | 1670   | 1439                |

PART II.

GHAZEEPOOR SCHOOL.

12TH YEAR.

*Return of Local Committee as on the 30th April, 1847.*

| NAMES.                    | DESIGNATION AND OFFICE.   |
|---------------------------|---------------------------|
| A. C. Heyland, Esq., .... | Civil and Sessions Judge. |
| T. P. Martin, Esq., ..... | Opium Agent.              |
| P. Trench, Esq., .....    | Magistrate and Collector. |
| A. Ross, Esq., .....      | Secretary.                |

*Return of Establishment as on the 30th April, 1847.*

| NAMES.                        | DESIGNATION.     | SALARY. | DATE OF APPOINTMENT. |
|-------------------------------|------------------|---------|----------------------|
| Mr. H. D. Fowles,             | Head Master, ..  | 300 0 0 | October, 1836.       |
| Mr. R. G. Platts,             | Second Master,   | 150 0 0 | November, 1846.      |
| Mr. C. DuBour-<br>dieux, .. } | Third Master, .. | 100 0 0 | January, 1842.       |
| Mihr Abdul Ali, ..            | Vernlr. Teacher  | 25 0 0  | November, 1843.      |
| Ramjeshan Pundit.             | Assist. Teacher. | 26 0 0  | March, 1843.         |
| 7 Servants, ....              | .....            | 27 0 0  |                      |
|                               |                  | 627 0 0 |                      |

[illegible]

|                                                               |                    |
|---------------------------------------------------------------|--------------------|
| Abstract of attendance from 1st May 1846, to 30th April 1847, | Average, . . . 109 |
|                                                               | Maximum, . . 135   |
|                                                               | Minimum, . . 71    |

*Local Receipts and Disbursements as on 30th April, 1847.*

| RESOURCES OF ANNUAL INCOME.          |                                                             |                                                                              | ACTUAL CHARGES FOR 1846-47.         |                        | Total.   |
|--------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------|------------------------|----------|
| Assignment from Parliamentary Grant. | Assignment from additional Grant dated 16th December, 1840. | Establishment and expenses as fixed by Government dated 16th December, 1840. | Nature of Charges.                  | Items.                 |          |
| 3240 0 0                             | 3336 0 0                                                    | 6576 0 0                                                                     | English Teachers, .....             | Rs. As. P.<br>6600 0 0 | 8256 3 0 |
|                                      |                                                             |                                                                              | Vernacular Teachers, .....          | 600 0 0                |          |
|                                      |                                                             |                                                                              | Establishment, .....                | 324 0 0                |          |
|                                      |                                                             |                                                                              | English Scholarships, .....         | 192 0 0                |          |
|                                      |                                                             |                                                                              | Books as per Circular No. 23, ..... | 360 0 0                |          |
|                                      |                                                             |                                                                              | Contingencies, .....                | 180 3 0                |          |
|                                      |                                                             |                                                                              |                                     |                        |          |

*Statement of Scholarships as on the 30th April, 1847.*

| Name of Holder.            | Description of Scholarship. | Value of Scholarship. |
|----------------------------|-----------------------------|-----------------------|
| Juggernath Pershaud, ..... | Senior English, ...         | Co.'s Rupees, 8       |
| Debnarain Ghose, .....     | Ditto,                      | Co.'s Rupees, 8       |

The number of boys attending this School at the annual examination was 138, divided into 6 Classes. The average attendance during the year was 120.

The annual examination took place on the 28th December, 1846. The subjects of examination in the 1st Class consisting of 16 boys were as follows :

*Reading*.—Poetry, Milton's Paradise Lost, 3rd Book and part of 4th.

The minor poems of Gray and Hamlet.

„ Prose, Bacon's Essays to Page 33.

*History*.—Russell's Modern Europe, Vol. 1st.

„ Marshman's Brief Survey, Part 2nd.

„ Marshman's India,—Hindu Period.

*Mathematics*.—Plane Trigonometry being three Chapters of Keith.

„ Geometry,—1st four Books and the 6th Book of Euclid.

„ Algebra,—Quadratic Equations—Proportion.

„ Arithmetic,—Extraction of Roots—Arithmetical Progression.

„ Astronomy a popular Course.

*Geography*.—General and particular of the World Ancient and Modern.

*Grammar*.—McCulloch's Manual and Parsing.

*Oordoo*.—Translations—Seir-ul-Mutakhureen Grammar and the Shahnama in Oordoo.

*English Composition*.

The Report of the Committee on the Examination was so far as it went favorable, but the Lieutenant Governor would have been glad if they could have bestowed more praise on the two senior classes of the School than that their progress in reading and writing was satisfactory.

for beyond this the returns submitted to Government gave no information as to their acquirements

The scholarships were awarded to Juggernath Pershaud and Debnarain Ghose, who were the successful candidates last year. Whilst sanctioning this award and permitting these youths to retain their scholarships during the present year, it was observed that their ages had not been mentioned, and that if they had passed the age at which Junior Scholarships can be retained according to the rules they must vacate their stipends at the close of the current year. In order to assist these scholars in procuring future employment for themselves, it was recommended that they should be permitted to attend the Collector's or Judge's Court as Assistants to any Native Officer or respectable Vakeel, continuing at the same time their studies in the School at leisure hours or as opportunity might offer.

The Head Master in his report expressed his opinion, that the time for demanding payment for education had not arrived with respect to this School, and adverted to the rules which had been introduced, determining that every boy absent for eight consecutive days without sufficient cause should be dismissed, and an entrance fee of two Rupees required, as stringent and likely to check the desire for education. It was observed in reply that the Lieutenant Governor was reluctant to believe that this desire was in any material degree decreased among the more respectable classes of the people by the demand of a small entrance fee.

The Head Master regretted that the high prices of some of our standard works precluded him from obtaining a sufficient number for the use of the advanced classes, and as it could not be expected that the boys should themselves be able to purchase such works, he proposed that the Curator of School Books should communicate with the heads of Colleges and Schools and arrange for the publication of cheap and useful School books. This subject was recommended to the consideration of the Committee in communication with the Curator, and it was observed, that if any specific proposition could be agreed upon with regard to the improvement of any existing book, or the compilation of another in its place, or the re-publication of an expensive work in a cheap form, it would be the duty of the Curator to lay the project in a mature shape before Government.

An exchange was effected by mutual agreement between Mr. Roberts the 2nd Master of this School and Mr. Platts 3rd Master of the Dehlie College in September, 1846. With this exception no change occurred during the period under notice in the Establishment of this Institution.

## BENARES COLLEGE.

55TH YEAR.

*Return of Local Committee as on the 30th April, 1847.*

| NAMES.                                | DESIGNATION.            |
|---------------------------------------|-------------------------|
| Major T. D. Carpenter, .....          | Agent Governor General. |
| Mr. J. T. Rivaz, .....                | } Civil Service.        |
| „ D. F. McLeod, .....                 |                         |
| „ M. C. Ommanney, .....               |                         |
| „ J. A. Loch, .....                   |                         |
| „ G. F. McLeod, .....                 |                         |
| Doctor D. Batter, .....               | Civil Surgeon.          |
| J. G. Gordon, Esquire, .....          | Merchant.               |
| Maharajah Ishwarae Narayan Sing, .... | Rajah of Benares.       |
| Rajah Sutchurn Ghosaul, .....         |                         |
| Baboo Rajendra Mittra, .....          |                         |
| Baboo Rampursen Sing, .....           |                         |

*Establishment of Sanscrit Department of the Benares College as on the 30th April, 1847.*

| NAMES.                     | DESIGNATION.       | AMOUNT OF SALARY. | DATE OF APPOINTMENT. |
|----------------------------|--------------------|-------------------|----------------------|
| Iswur Dutt Pande, (A) ..   | Depy. Secretary,.. | 50 0 0            | 27th Dec., 1842.     |
| Narayan Shastri, ..        | Grammar, ..        | 60 0 0            | 1st May, 1833.       |
| Deo Dutt, (n) ..           | 2nd ditto, ..      | 32 0 0            | 1st May, 1833.       |
| Durga Dutt, ..             | 3rd ditto, ..      | 30 0 0            | 1st Sept., 1842.     |
| Hera Nund Choube, ..       | Poetry, ..         | 80 0 0            | 1st June, 1827.      |
| Uma Ram Pundit, ..         | Vedanta, ..        | 80 0 0            | 1st Feb., 1825.      |
| Kaliparshad Bhatacharj, .. | Offg. Logic, ..    | 80 0 0            | 18th Jan., 1847.     |

(A) Was Law Professor of this Institution on a salary of 80 Rs. per mensem.

(n) Was Student of the College, promoted to the Professorship on 16 Rs. a month, increased to 32 Rs., October, 1841.

| NAMES.                    | DESIGNATION.         | AMOUNT OF SALARY. | DATE OF APPOINTMENT. |
|---------------------------|----------------------|-------------------|----------------------|
| Kashi Nath Shastri, ..    | Sankh, ..            | 80 0 0            | 1st Jan., 1826.      |
| Gulzar Chaube, ..         | Law, ..              | 80 0 0            | 15th Dec., 1837.     |
| Lujja Shunkur Pundit, ..  | 1st Astronomy, ..    | 80 0 0            | 1st Feb., 1825.      |
| Nund Lall Pundit, ..      | 2nd ditto, ..        | 32 0 0            | 1st Feb., 1825.      |
| Bapu Deo Joshi, (c) ..    | Natl. Philosophy, .. | 80 0 0            | 15th Feb., 1842.     |
| Moulvi Mahumud Mazhar, .. | 1st Persian, ..      | 82 0 0            | 2d Oct., 1815.       |
| Visheshwar Prasad, ..     | 2nd ditto, ..        | 20 0 0            | 1st Oct., 1841.      |
| Jaddu Nath Pundit, ..     | Librarian, ..        | 50 0 0            | 1st May, 1820.       |
| Puran Kissen Ghose, ..    | English Writer, ..   | 32 0 0            | 1st April, 1846.     |
| Gopal Bhat, (n) ..        | Pensioner, ..        | 20 0 0            | 19th Feb., 1827.     |
| Kundhia Lall, ..          | Hindee Writer, ..    | 8 0 0             | 15th Jan., 1842.     |
| Hardatt, ..               | Duftry, ..           | 8 0 0             | 1st Oct., 1829.      |
| Ranjiavun, ..             | Jemadar, ..          | 7 0 0             | 15th Feb., 1820.     |
|                           | 3 Peons, ..          | 12 0 0            |                      |
|                           | 2 Furrashes, ..      | 7 0 0             |                      |
|                           | 3 Water bearers, ..  | 8 0 0             |                      |
|                           | 2 Bell strikers, ..  | 5 0 0             |                      |
|                           | 1 Sweeper, ..        | 2 0 0             |                      |

(c) Was Teacher of Natural Philosophy in the Sehore School.

(n) Was Professor of Vada at this College.

*Establishment of English Department of Benares College as on the 30th April, 1847.*

| NAMES.                       | DESIGNATION.        | AMOUNT OF SALARY. | DATE OF APPOINTMENT. |
|------------------------------|---------------------|-------------------|----------------------|
| Doctor J. R. Ballantyne,.... | Principal,.....     | 600 0 0           | 3rd Jan., 1846.      |
| Mr. George Nicholls, .....   | Head Master, ....   | 400 0 0           | 1st July, 1834.      |
| Mr. D. Tresham, (A) .....    | 2nd ditto, .....    | 200 0 0           | 1st April, 1847.     |
| Muthra Pershad Missir, ...   | Offg. 3rd ditto, .. | 150 0 0           | 18th April, 1847.    |

(A) Previous service dating from 12th September, 1833, when appointed 2nd Teacher in the Allahabad School.



| NAMES.                                                      | DESIGNATION.                                       | AMOUNT<br>OF<br>SALARY. | DATE OF<br>APPOINTMENT. |
|-------------------------------------------------------------|----------------------------------------------------|-------------------------|-------------------------|
| Baboo Shiva Shankar Singh,                                  | 4th Master,.....                                   | 100 0 0                 | 18th April, 1847.       |
| Baboo Kedar Nath Paludhi,..                                 | 5th ditto,.....                                    | 50 0 0                  | 18th April, 1847.       |
| Baboo Sital Prasad Gupt,....                                | 6th ditto,.....                                    | 50 0 0                  | 18th April, 1847.       |
| Moulvee Mohamud Ismail, ..                                  | Urdu Teacher, ..                                   | 50 0 0                  | 7th April, 1845.        |
| Munshi Juggurnath Doss, ..                                  | 2nd ditto,.....                                    | 25 0 0                  | 7th April, 1845.        |
| Pundit Badri Loll, .....                                    | 1st Hindee Teacher,                                | 50 0 0                  | 1st Oct., 1838.         |
| Lokenath Choube, .....                                      | 2nd ditto,.....                                    | 25 0 0                  | 18th April, 1847.       |
| Mr. G. Pettingal, .....                                     | Writing Master, ..                                 | 30 0 0                  | 4th May, 1846.          |
|                                                             | Librarian,.....                                    | 20 0 0                  |                         |
|                                                             | Water bearer, ....                                 | 5 0 0                   |                         |
|                                                             | 2 Chuprassies, ..                                  | 8 0 0                   |                         |
|                                                             | 2 Chowkeedars, ..                                  | 8 0 0                   |                         |
|                                                             | 1 Furrash, .....                                   | 4 0 0                   |                         |
|                                                             | 1 Duftry, .....                                    | 5 0 0                   |                         |
|                                                             | 1 Sweeper, .....                                   | 3 0 0                   |                         |
| CONTINGENCIES,                                              |                                                    |                         |                         |
|                                                             | House-Rent for Principal, Doctor, Ballantyne, .... | 50 0 0                  |                         |
|                                                             | House-Rent for Head Master, Mr. G. Nicholls,....   | 50 0 0                  |                         |
|                                                             | Monthly allowance, class books, stationery, .....  | 100 0 0                 |                         |
| INDIVIDUALS DOING DUTY IN THE COLLEGE.                      |                                                    |                         |                         |
| Bhugwan Doss, late Hindee Teacher Azimghur<br>School, ..... |                                                    | 10 0 0                  |                         |

*List of Scholarships in the Benares College authorized for 1847.*

| SANSKRIT DEPARTMENT.           |  |  |        |
|--------------------------------|--|--|--------|
| 4 Senior Scholarships, .. .. . |  |  | 53 0 0 |
| 9 Junior, ditto, .. .. .       |  |  | 60 0 0 |
| 9 Additional ditto, .. .. .    |  |  | 85 0 0 |
| 1 Senior Arabic ditto, .. .. . |  |  | 16 0 0 |
| PERSIAN DEPARTMENT.            |  |  |        |
| 6 Junior Scholarships, .. .. . |  |  | 42 0 0 |
| ENGLISH DEPARTMENT,            |  |  |        |
| 4 Senior Scholarships, .. .. . |  |  | 68 0 0 |
| 6 Junior ditto, .. .. .        |  |  | 42 0 0 |
| 2 Additional ditto, .. .. .    |  |  | 16 0 0 |
| 1 Ghoshal Scholarship, .. .. . |  |  | 16 8 0 |

*Statement exhibiting the Number, Caste, &c. of the Pupils in the several Departments of the Benares College, as on the 30th April, 1847.*

| Sanskrit Department. |             |             | Persian Department. |             |             | English Department. |             |             | Total.   |             |             | Total of all Castes. |
|----------------------|-------------|-------------|---------------------|-------------|-------------|---------------------|-------------|-------------|----------|-------------|-------------|----------------------|
| Hindoos.             | Mahomedans. | Christians. | Hindoos.            | Mahomedans. | Christians. | Hindoos.            | Mahomedans. | Christians. | Hindoos. | Mahomedans. | Christians. |                      |
| 62                   | 0           | 0           | 12                  | 4           | 0           | 116                 | 9           | 6           | 190      | 13          | 6           | 209                  |

Average daily attendance : Sanscrit Department, 50 ; Persian Department 10, English Department, 116.

*Statement exhibiting the Number of Students studying different languages in the Benares College on the 30th April, 1847.*

| Sanskrit. | Persian. | English. | Hindee. | Urdu. | Remarks. |
|-----------|----------|----------|---------|-------|----------|
| 62        | 16       | 138 (A)  | 52      | 73    |          |

(A) Of whom 7 belong to Persian Department.

*Local Receipts and Disbursements.*  
RESOURCES OF ANNUAL INCOME.

| Separate Fund. | Assignment from Parliamentary Grant. | Assignment from additional Grant dated 16th December, 1840. | Assignment of expenses as fixed by Government dated 10th Dec, 1840. | Nature of Charges.                                                           | Items.    | Total. |
|----------------|--------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------|-----------|--------|
|                |                                      |                                                             |                                                                     | SANSKRIT DEPARTMENT.                                                         |           |        |
|                |                                      |                                                             |                                                                     | Deputy Secretary, .. .. .                                                    | 600 0 0   |        |
|                |                                      |                                                             |                                                                     | Sanscrit Teachers, .. .. .                                                   | 8408 0 0  |        |
|                |                                      |                                                             |                                                                     | Persian ditto, .. .. .                                                       | 1224 0 0  |        |
|                |                                      |                                                             |                                                                     | Librarian, .. .. .                                                           | 600 0 0   |        |
|                |                                      |                                                             |                                                                     | Establishment, .. .. .                                                       | 1068 0 0  |        |
|                |                                      |                                                             |                                                                     | Sanscrit Scholarships, .. .. .                                               | 1991 0 0  |        |
|                |                                      |                                                             |                                                                     | Persian ditto, .. .. .                                                       | 824 0 0   |        |
|                |                                      |                                                             |                                                                     | Pension, .. .. .                                                             | 240 0 0   |        |
|                |                                      |                                                             |                                                                     | House-Rent, .. .. .                                                          | 300 0 0   |        |
|                |                                      |                                                             |                                                                     |                                                                              | 15255 0 0 |        |
|                |                                      |                                                             |                                                                     | ENGLISH DEPARTMENT.                                                          |           |        |
|                |                                      |                                                             |                                                                     | Principal, .. .. .                                                           | 7200 0 0  |        |
|                |                                      |                                                             |                                                                     | English Teachers, .. .. .                                                    | 12750 0 0 |        |
|                |                                      |                                                             |                                                                     | Vernacular ditto, .. .. .                                                    | 1920 0 0  |        |
|                |                                      |                                                             |                                                                     | Librarian, .. .. .                                                           | 240 0 0   |        |
|                |                                      |                                                             |                                                                     | Establishment, .. .. .                                                       | 396 0 0   |        |
|                |                                      |                                                             |                                                                     | Scholarships, .. .. .                                                        | 1272 0 0  |        |
|                |                                      |                                                             |                                                                     | *Book allowances as per Circular, No. 13, dated 16th December, 1840, .. .. . | 1200 0 0  |        |
|                |                                      |                                                             |                                                                     | Prizes, .. .. .                                                              | 150 0 0   |        |
|                |                                      |                                                             |                                                                     | House-Rent for Principal, .. .. .                                            | 600 0 0   |        |
|                |                                      |                                                             |                                                                     | House-Rent for Head Master, .. .. .                                          | 600 0 0   |        |
|                |                                      |                                                             |                                                                     | Allowances for Tattées, .. .. .                                              | 30 0 0    |        |
|                |                                      |                                                             |                                                                     | Allowance for watering Tattées and pulling Punkha, .. .. .                   | 103 0 0   |        |
|                |                                      |                                                             |                                                                     | Ground Rent for English College, .. .. .                                     | 82 0 0    |        |
|                |                                      |                                                             |                                                                     | Extra allowances for studying in the Executive Engineer's Office, .. .. .    | 101 3 3   |        |
|                |                                      |                                                             |                                                                     |                                                                              | 26649 3 3 |        |
|                |                                      |                                                             |                                                                     | Co.'s Rs...                                                                  | 41904 3 3 |        |

*Statement exhibiting the number of Scholarship-holders, and Pay and Free Pupils in the several Departments of the Benares College, on the 30th April, 1847.*

| Sanskrit Department. |             |              | Persian Department.  |             |              | English Department.  |             |              | Total.               |             |              |
|----------------------|-------------|--------------|----------------------|-------------|--------------|----------------------|-------------|--------------|----------------------|-------------|--------------|
| Scholarship-holders. |             |              | Scholarship-holders. |             |              | Scholarship-holders. |             |              | Scholarship-holders. |             |              |
|                      | Pay Pupils. | Free Pupils. |                      | Pay Pupils. | Free Pupils. |                      | Pay Pupils. | Free Pupils. |                      | Pay Pupils. | Free Pupils. |
| 22                   | 0           | 40           | 7                    | 5           | 4            | 12                   | 100         | 19           | 41                   | 105         | 63           |

At the annual examination of this College at the end of 1846, the number of pupils in the English Department stood at 133, of whom 101 paid one rupee monthly for their instruction, six belonged to the special class and paid five rupees each monthly, 17 were poor and exempted from payment, while nine held scholarships, two of these being scholars transferred from the Allahabad School on its abolition.

In the Senior Department the highest class contained 9 and the next 11 boys, the special class 6 and the remaining 107 were in the Junior Department. The Head Master reported that the attendance had been upon the whole tolerably regular. In the Senior classes it was generally good; the greatest irregularity occurring, as is commonly the case, among the lower classes in the Junior Department. Since the introduction of the monthly payments, the attendance was found to be much more regular than it was before.

The number in the Persian Department fell during the year from 34 to 18, in consequence of the introduction of the paying system. Of these 18, seven held scholarships, four paid, two were free and five had

been allowed to compete for scholarships, failing to obtain which they will be liable to dismissal, unless they consent to pay the monthly fee of one rupee. The attendance in this class was reported to be regular and the conduct good.

In the Sanscrit Department, there were 65 pupils, of whom 15 held scholarships and the rest were non-paying. The daily attendance averaged 39, which was reported to be owing to the frequent absences on religious and other occasions, and was considered to be as good as could be expected.

Examination papers in History, Mathematics, English Literature, Arabic and Sanscrit to be set to the Senior students were forwarded direct from Government, and the Committee were requested to prepare questions themselves upon any other subjects on which they might wish to test the attainments of the students, as also to provide for the examination of the Junior classes in every Department. The Committee were at the same time informed that they were at liberty to omit any of the questions sent, if found not to correspond with the studies of the class for which they were intended, and to substitute other questions in their room, mentioning the fact in their report.

The written examination for scholarships commenced on the 23rd November, and concluded on the 10th December, but the oral examination of the competitors for Sanscrit scholarships was not brought to a close until the 24th of the latter month.

The following notices of the examinations in the several Departments are taken from Dr. Ballantyne's Report :—

#### EXAMINATION OF THE ENGLISH AND VERNACULAR DEPARTMENT.

1st Day—November 23rd. Whilst the competitors for Senior scholarships were engaged in writing answers to the questions on Natural Theology, prepared by Doctor Butter, and the competitors for Junior scholarships in answering the questions on grammar prepared by the Head Master, the oral English examination of the 4th class, Junior Department, was conducted by Doctor Butter, whose opinion of the several sections comprising it was generally favorable.

On a revision of the Natural Theology papers, Dr. Butter decided that Shiva Shunker Singh's answers were much the best, but he observed that none of the boys were perfect in the portion of Paley

which they had read. Upon this Dr. Ballantyne thought it due to the Head Master to state that the lectures on Paley's Natural Theology and Webster's Physics were given out of school hours and at irregular intervals; the attendance moreover being voluntary on the part of the boys.

2nd Day—November 24th. The papers given to the Senior pupils were those on Natural Philosophy supplied by Dr. Butter, and on Chemistry prepared by the Principal. The Arithmetical paper was supplied, as were all the other papers, for the Junior scholarship examination by the Head Master. The answers on Natural Philosophy and Chemistry were revised by Dr. Butter, who remarked that the result of the examination in the former subject was very satisfactory, and that there was a great improvement in the fullness and neatness of definition. The answers on Chemistry appeared to him highly creditable, the chief mistakes resulting from the great difficulty of the questions.

The oral English examination of the 2nd and 3rd classes of Junior Department was conducted on this day by Dr. Butter, who gave a favorable opinion of their state.

3rd Day—November 25th. Questions on History were given to both the Senior and Junior students. The answers were revised by Mr. Ommanney, who observed that the boys had, generally speaking, retained much they had read. None of the answers were considered very good, but the manner in which the two boys, Kishnath Biswas and Chundernath Mitter of the 4th class, Senior Department had replied to the questions was creditable to them.

Doctor Butter examined the special class orally. The difficulty of enforcing regularity in it does not appear to have diminished.

4th Day—November 26th. The Junior pupils answered the questions on Natural Philosophy prepared by the Head Master. Dr. Butter examined the answers, and considered them very creditable to the attention and industry of the pupils.

Dr. Butter, Mr. Ommanney and Mr. G. F. McLeod examined orally the 1st class, Junior Department. Mr. Ommanney's opinion, in which Dr. Butter concurred, was recorded as follows: "their reading was tolerable, pronunciation fair, and style good. In however proceeding to explain what they had read, it struck me that they had not been made to understand the entire extent of what they are stated to have gone through, and after even putting them back to the first few pages, with the exception of three or four, none of the

"class were able clearly to explain the meaning of sentences or to afford a decent translation. Either the book is altogether in advance of their understanding, or the teacher has hurried them through a number of pages without making them comprehend as they advanced. The  *viva voce* examination was also most unsatisfactory. None perfectly answered any questions, and almost the entire class appeared ignorant of what they had read. In Geography, though the class has gone over no great extent of study, but very few boys indeed could answer at all, and those very unsatisfactorily."

In Hindi and Oordoo, Dr. Butter reported that the boys had acquitted themselves most satisfactorily. Their Nagri writing was very creditable to the Pundit, but the Moonshee had not taken similar pains with their Persian writing. Mr. G. F. McLeod found, "three students very good, five very fair, but the greater proportion very deficient."

The 3rd, 4th and 5th sections of the 4th class, Junior Department, were examined orally by Mr. G. F. McLeod, and his report was generally favorable.

5th Day—November 27th. Senior and Junior scholarship-written examinations in Geometry occupied this day. The papers for the Senior pupils were sent down from Government, and the replies examined by Mr. Loch.

6th Day—November 28th. Senior pupils had the Algebraical papers, received from Government, set to them. To the juniors questions on the same subject were supplied by the Head Master. The answers were revised by Mr. Tresham, the 3rd Master, and by the Pundit Bāpū Deo, who reported favorably of them.

7th Day—November 30th. The Senior pupils were engaged this day in writing an essay, "on the capability of European learning and science, to improve the moral and social habits and tastes of the people of India." The subject was suggested by Mr. Ommalley, who subsequently revised the essays, and expressed the following opinion on their merits :

"Of these essays four only are passable as pieces of composition. Gobind Chander Sandel has greatly surpassed all his competitors. Considering the circumstances under which they were written, without time for forethought or reflection, and without premeditation or preparations of any sort, the whole are creditable to the youths."

Mr. G. F. McLeod this day conducted the oral examination of the 3rd class, Junior Department, in Oordoo and Hindi, and remarked

that the Hindi class was more satisfactory than the Oordoo, and that the latter required more attention to grammar and translation.

8th Day—December 2nd. Both the Senior and Junior competitors were engaged this day in translating from Oordoo into English a passage selected by Mr. Ommanney from the Bagh-o-bahar, and from English into Oordoo a story selected by the same gentleman from the "Percy Anecdotes." Mr. Ommanney remarks upon this latter translation as follows: "these lads ought to have done better, but their performance *vis à voce* did not warrant an expectation of greater things than they have accomplished. I think Britishwar has done best, though that is very indifferent."

9th Day—December 3rd. The Senior competitors were engaged this day with the questions on Shakespear and Milton, sent down by Government, the Juniors with questions on Roger's "Pleasures of Memory" supplied by the Head Master. The answers were examined by the Principal in concert with the Head Master. The Principal thought, that in the replies some of the ideas were much superior to the expression, and that this was satisfactory, as it should indicate that the capacity of these boys was still in advance of their education.

10th Day—December 4th. The oral Oordoo examination of the 2nd class, Junior Department, was conducted by Mr. J. F. McLeod, who found it in an unsatisfactory state, and recommended a thorough revision of grammar before any further attempt was made at translation.

11th Day—December 5th. The oral Oordoo examination of the Senior Department was conducted by Mr. Ommanney, who remarked as follows: "I examined *vis à voce* the Oordoo class (third and fourth classes, Senior Department) under Moulvee Mahomud Ismail, and am happy to be able to record my opinion that the teacher has bestowed great pains on the youths, and with very considerable success. I was surprised to find the Bengalees, who form so large a portion of the class, pronouncing with greater correctness than I ever heard Bengalees do before. The Moulvee complains that the lads do not give sufficient attention to this branch of their studies, and it may be necessary to adopt measures to make them take greater pleasure in reading their vernacular." Upon this Doctor Ballantyne remarks: "I have taken much interest in the studies of this class, and my impression is, that the shortest and surest way of making a good Oordoo scholar of a man, speaking the Oordoo as his mother tongue, is to teach him something of Persian, and at least the most ordinary verbal forms of the Arabic. Reading as the class must needs do, from books destitute of vowel points, most of the boys slur over the



"pronunciation of the Arabic words in a manner very displeasing to the ear. To correct them in every individual instance of error is an endless labor, the necessity for which might be in a great measure obviated by making the pupil well acquainted with the leading principles which regulate the forms of Arabic words; when an instance of Persian phraseology occurs, none of the pupils but those who have learned Persian can tell whether the mark *izafut* is to be supplied or not, and their frequent omission or misplacing of it is a disagreeable blemish in their reading. With the aid of the Moulvee Mahomud Ismail, who is a zealous teacher, as well as an accomplished scholar, I shall try to effect an improvement in this respect in the course of next year."

*The following allotment of scholarships in the English Department, recommended for the year 1847, was sanctioned by Government.*

## SENIOR SCHOLARSHIPS.

| NAMES.                 | AGE. | AMOUNT OF SCHOLARSHIP. | REMARKS.                                |
|------------------------|------|------------------------|-----------------------------------------|
| Muthra Pershad Misr,   | 20   | 20                     | Retained his scholarship.               |
| Gobind Chunder Sandel, | 17   | 18                     | Held a Senior ditto of Rs. 16—Promoted. |
| Sheva Shunkur Singh,   | 18   | 16                     | Held a Junior ditto of Rs. 8—Promoted.  |
| Ram Kali Chaudri,...   | 16   | 14                     | Held a Junior ditto of Rs. 8—Promoted.  |

## JUNIOR SCHOLARSHIPS.

| NAMES.                  | AGE. | AMOUNT OF SCHOLARSHIP. | REMARKS.                                                                                                          |
|-------------------------|------|------------------------|-------------------------------------------------------------------------------------------------------------------|
| Umachurn Biswas,....    | 15   | 8                      | Held Junior scholarship of 7 Rs.—Promoted.                                                                        |
| Bachan Lall, .....      | 16   | 8                      | Held Junior scholarship of 6 Rs.—Promoted.                                                                        |
| Birishwar Biswas, ....  | 16   | 7                      | Retained his Junior scholarship.                                                                                  |
| Chander Nath Mitter,... | 13   | 6                      | These lads were in the 4th class Senior Department and highly distinguished themselves above their class fellows. |
| Kashenath Biswas, ....  | 13   | 7                      |                                                                                                                   |
| Amar Nath Mitter,....   | 16   | 6                      |                                                                                                                   |

The two youths noted below, transferred from the late Allahabad school, were also permitted to retain their scholarships during the current year, at the close of which they will terminate.

| NAMES.                   |       |       | AGE. | AMOUNT OF SCHOLARSHIP. |
|--------------------------|-------|-------|------|------------------------|
| Lakshmi Narayun Byos,    | ..... | ..... | 18   | 8                      |
| Kali Churn Banerjee, ... | ..... | ..... | 17   | 8                      |

The Ghosaul scholarship was again adjudged to Muthra Pershad, though it was stated that his proficiency was hardly such as to deserve a reward of this nature. The award was confirmed by Government, but it was observed that the Committee would do well to withhold it altogether on future occasions, if it should not be better merited. The progress made by the youths of the English Department in their Oordoo studies was still unsatisfactory, but the Lieutenant Governor was glad to find that the Principal paid particular attention to this branch of study.

The following remarks by Dr. Ballantyne, on the English studies of the past year in the Senior Department are given *in extenso*, as exhibiting, equally with the rest of the report, the zeal and ability with which that gentleman has engaged in the discharge of the duty entrusted to him.

“ When I joined the College in January last, I found two pupils in the first class, viz., Muthra Pershad Misr and Kedar Nath Paludhi. In reply to my enquiries, the former stated that he wished to compete for a sub-Assistant Engineership; the latter that he wished to be employed in the Educational Department. Eventually Muthra was sent to study under the Executive Engineer at Ghazepore, and Kedar Nath was appointed as a Master in the fourth class, Junior Department. At the commencement of the year, I proposed that they should read with me a play of Shakespear, Whately's Logic, and something of Chemistry and Geology. Instead of Geology they begged to be allowed to read Milton, and I acquiesced. We afterwards took up Conic Sections, a knowledge of this subject being required of the candidates for a sub-Assistant Engineership. On the days assigned for reading Shakespear and Milton, the third class, Senior Department also attended. In Whately we had got through somewhat more than the ‘ Analytical Outline ’ when the first class to my regret was broken up. A short time previously, these youths had requested me to teach them something of Latin, and they had got through some of the declensions when the

" class was broken up. The third class, consisting of seven students con-  
 " tinued to read Shakespear and Milton, going through the play of  
 " 'Hamlet,' and the third book of the 'Paradise Lost.' On stated  
 " days, I gave Lectures on Chemistry, which I was glad to see excited  
 " an interest in others besides the few to whom they were immediately  
 " addressed. The Moulvee Mqhomud Mazhar, requested to be allow-  
 " ed to translate them into Oordoo from my dictation for the use of the  
 " Persian Department, to which request I readily acceded, and enough  
 " of curiosity on the subject was manifested in the Sanscrit Depart-  
 " ment to encourage me to make arrangements for the repetition of a  
 " similar course of Lectures in the Sanscrit College next year. The  
 " difficulty of procuring convenient apparatus and chemical materials  
 " must unfortunately at present, render such Lectures more meagre in  
 " the way of practical illustration than could be wished. It has been  
 " asked ' what is the use of making the boys in the College read  
 " Shakespear and Milton? Such studies will not help them to gain  
 " their bread, and the language of these authors is not even that which  
 " you wish them to acquire a facility in speaking and writing.' I ad-  
 " mit the weight of the objection thus far, that, if there were other  
 " books in which we could find as much ennobling thought expressed  
 " in language less antiquated, I would agree to give up the use of these  
 " as class books; but I know of none such. There is nothing that I  
 " know of so well calculated as Shakespear's plays to give the mind of  
 " a Hindoo reader some tincture of the higher tone of morality, which  
 " belongs to European civilization. It is plays more perfectly than the  
 " writings of any other author ' show virtue her own feature, scorn  
 " her own image : ' and thus without the dictatorial air of a professed  
 " book of morals. The interest with which the boys read the book ;  
 " the persevering efforts which they make to reconcile the purport with  
 " the literal expression, even in the most awkward passages; the  
 " searching questions which they propound; and the fixed attention  
 " with which they wait for the reply, are all proofs how well the book is  
 " suited for them; and to revert to the first part of the objection, it is  
 " not with a direct view to fit the pupils for a *profession* that the cur-  
 " riculum of study in a College ought to be arranged. Such a special  
 " arrangement would be proper in a Veterinary College, in a Military  
 " Seminary, or in a Commercial Academy, but not here. If the educa-  
 " tion given to the pupils here shall enable them to obtain more lucra-  
 " tive situations than they could otherwise have hoped for, I shall be  
 " well content, but this is a secondary consideration. The main object  
 " to be kept in view is this, that, be the employment of the students  
 " in after-life what it may, they shall carry to it minds cultivated and  
 " refined, which shall make them in any situation both happier, and  
 " more estimable men than they would otherwise have been.

" With the exception of the branches above referred to, all the  
 " studies of the Senior Department were conducted by Mr. Nicholls,

“ the Head Master. The zeal, worth and talents of this gentleman are too well known to the Committee to require any attestation of mine ; but I think it is proper to state, that had it not been for the efficient and at all times most cheerfully accorded co-operation of Mr. Nicholls, I should have found the management of the general affairs of the College a much heavier task than I have done. In every attempt to introduce an improvement in any department whatsoever, I have always found Mr. Nicholls a cordial supporter and a most ungrudging laborer. My thanks are due to Mr. Tresham also, the third master, for his unostentatious readiness to bestow extra time and labor on the various occasions when the deficiencies of the establishment rendered his services desirable.”

Respecting the Sanscrit class in the English Department Doctor Ballantyne writes :

“ I examined this class on the 31st October : it then consisted of 14 boys, of most of whom the Pundit complained that they took no interest in the study. I am not surprised at this, for the grammar, which is used by the Pundits, requires the whole time and the undivided attention of the pupil for many a long month before he can apply its rules, which Sir William Jones calls ‘ dark as the darkest oracle,’ to the interpretation of a passage in the simplest author. A little of Pavim’s grammar is of no use to any one, who has studied no other grammar, and a very little is all that the boys in the English department can learn, even supposing that they give it their earnest attention during the short period that can be spared for it daily. Instead of trying to teach the younger boys, in the English department, by the intricate native method, the fruit of which, abundant as it may eventually prove, yet ripens so late, I should prefer trying the experiment of making a class out of the older and more intelligent pupils, and teaching them according to the European method, employing, as class books, the useful series of elementary works prepared by Professor Johnson, for the East India College at Haileybury. By this method they may, within a moderate space of time, be taught so much of the language as shall enable them to appreciate the beauties of the best authors, who are far from being the most difficult, and to understand the etymology and composition, and thus better appreciate the force of the words which are transferred from the Sanscrit into the Hindi and the Bengalee. Copies of these class books have been ordered from Europe.

“ I may here advert to the question, which has been asked, and may be asked again, viz., ‘ can the European method of studying grammar not be introduced into the Sanscrit College?’ Such an innovation I consider to be impracticable ; and I doubt whether it would be desirable, if it were practicable, for the whole of the extensive gram-

"mational literature of the language being adapted to the model of Panim's lectures, which form the basis of the school grammars; if this master key be altered, it will no longer serve to open the numerous locks which have been adjusted to it. The adoption of a slightly altered grammar (that of *Vopadeva*) has had the effect of cutting off the learned of Bengal 'from communication on grammatical topics with the learned of other provinces in India.' (See Colebrooke's Essays, vol. 2, page 15.)

"Assuming, however, the inexpediency of attempting to make any radical change in the system of tuition pursued by the grammar Pandits, it by no means follows that the path is incapable of being smoothed. Having myself experienced its unnecessary ruggedness, I wish to make an effort to remove some of its asperities. Imagine Euclid's propositions arranged (with a view to some practical application) in an entirely different order from that in which they were delivered by the author, and yet that no proposition is to be supposed established, except in the order in which they originally stood, and that there is no provision by marginal references, or otherwise to guard against the probable chance of the students being ignorant, through forgetfulness, or otherwise of some necessary step in the process. Of course such a book must require the aid of an oral comment at every step. Imagine, further, the book to be written in a language of which it pre-supposes the reader to be ignorant, and a tolerably fair estimate may be formed of the thorns, which beset the path of the tyro on his first introduction to the school grammar, the 'Laghu Kammodi.' Several bad effects are obviously likely to arise from this state of things. The boy's memory is long exercised to the exclusion of his judgment, in learning by rote rules, the use of which he does not discover till long afterwards; then the rules being written in Sanscrit, the pupil is absolutely dependent upon his instructor for every particle of light upon their meaning that may find its way into his mind. This must tend to beget a helpless reliance on authority, a despair of advancing a single step except in the beaten track, and eventually a bigotted prejudice against every thing that tends to shake one's fond reliance on established dogmas. To disturb this state of things a little, I propose to have an edition of the grammar prepared, which shall be furnished with suitable references, like the modern editions of Euclid's elements, and accompanied by a Hindi translation, along with such remarks as may render each step intelligible from the very outset. I cannot say that the Pandits seem to look with much favor on the notion of such a work. They argue that it will promote indolence by encouraging the student to rely upon his marginal references instead of upon his memory. This argument (to which other answers might be given were they required), tells just equally against the marginal references which have done so much to facilitate the study of Euclid.

"These measures for facilitating the progress of this class appeared to the Lieutenant Governor judicious and unobjectionable."

#### EXAMINATION OF THE ARABIC AND PERSIAN DEPARTMENT.

The number of subjects comprised in the examination of this department, and the general excellence of the papers given in, bore testimony, the Principal reported, to the zeal and ability of the Arabic and Persian teachers, Moulvee Mahomud Muzhur and Moonshee Vishwaswar Pershaud. The following is from the Principal's report :

1st Day—November 23rd.—The questions on Arithmetic and Algebra prepared by the Principal were set this day.

2nd Day—November 24th.—In the Arabic Department, a passage of the "Makamat-ul-Hurifrê" and to the Junior Persian students a passage from the *Anwār-i-Sohaili* was given to be translated into Oordoo. The Senior Persian students had questions on Natural Philosophy, altered by the Principal from a list prepared by the Moulvee.

3rd Day—November 25th.—Translations from Oordoo into Arabic and Persian, and from the Persian of Abulfuzl into Oordoo. The version by Mahomud Musa, of a fable of Æsop into Arabic, measured prose, was ingenious.

4th Day—November 26th.—Geography of India and Arabic grammar. Though the pupils had not done much in Geography, their knowledge of what they had studied was considered generally accurate.

5th Day—November 27th.—Geometry and Persian grammar. The questions on Geometry were the same as those prepared by the Head Master for the Junior competitors in the English Department, and translated by the Principal into Persian. The replies were reported to be very satisfactory.

6th Day—December 3rd.—The Arabic papers sent down from Government were this day unsealed. The replies of Mahomud Musa were forwarded to Dr. Sprenger, Principal of the Delhie College, who concurred in the estimate formed of them by Dr. Ballantyne, and considered the numbers, which had been fixed, well deserved.

The scholarships awarded by the Committee were confirmed as follows :

#### *Senior Arabic Scholarship.*

| NAMES.                          | AGE. | AMOUNT OF SCHOLARSHIPS. |
|---------------------------------|------|-------------------------|
| Mahomud Musa,     ...     ..... | 19   | 16                      |

*Junior Arabic Scholarship.*

| NAMES.       | AGE. | AMOUNT OF SCHOLARSHIPS. |
|--------------|------|-------------------------|
| Vacant, .... | 0    | 8                       |

*Junior Persian Scholarship.*

| NAMES.                | AGE. | AMOUNT OF SCHOLARSHIPS. |
|-----------------------|------|-------------------------|
| Brijnath Pershad, ... | 14   | 8                       |
| Nund Kishore, ...     | 16   | 8                       |
| Mahendra Narayan, ... | 14   | 7                       |
| Gunga Pershad, ...    | 17   | 7                       |
| Abdussumed Khan, ...  | 18   | 6                       |
| Golab Shunker, ...    | 13   | 6                       |

## EXAMINATION OF THE SANSKRIT DEPARTMENT.

1st Day—November 24th.—The competitors, 14 in number, for Senior scholarships, wrote answers to questions on the Sankhya system of Philosophy, selected partly from a long list supplied by the Pundit, and partly from the lists of former years which were found in the archives of the College. Before the Junior scholarship competitors, 25 in number, were set questions in grammar prepared by the Principal, on the model of the list suggested by the Pundit. The Principal went over the answers of the Junior competitors with the Pundit, and assigned their numerical values. The revision of the Sankhya papers was entrusted to a Committee of Pundits.

2nd Day—November 25th.—The questions on Moral and Intellectual Philosophy for the Senior students were supplied by Mr. J. Muir. The answers were first considered, and their merits weighed and registered by a Committee of the Pundits, and subsequently by the Principal, before they were transmitted for the revision of Mr. Muir.

The Junior students were this day engaged on Arithmetical questions, arranged on the model of the list suggested by the Pundit, other

numbers, however, being substituted. The Principal inspected the answers, and registered their values after they had been revised by the Jyotish Pundits.

3rd Day—November 27th.—All the competitors who had read Euclid's Geometry with Bāpū Deo, were tested by the questions prepared by the Head Master for the Junior English students. Dr. Ballantyne had translated these into Sanscrit, for the purpose of making a kind of comparative estimate of the proficiency attained in the several departments. The questions extended over the 1st Book of Euclid. The answers of Balkishna Khaudakar were particularly good. The Pundit was considered to deserve great credit, for having brought on his pupils so well, under the existing disadvantage of a great scarcity of books.

4th Day—November 28th.—The questions on European Algebra, proposed to the Senior students this day, were supplied by the Head Master, and translated on the model of the list suggested by the Pundits. The examination extended to Quadratic Equations; Ram Narayan, Vyankatram and Balkishna particularly distinguished themselves in this exercise; except for one slight defect, the paper of Ram Narayan would have been perfect. These students have learned Algebra in a great measure by the use of English books, in which they could interpret only the symbols. A great encouragement, therefore, it may be hoped, will be given to the study by the publication of Bāpū Deo's Treatise in Hindi, which is now in the hands of the printer.

Questions on the native system of Astronomy were answered by those who had not studied Algebra in the European method.

5th Day—November 30th.—The grammar papers for the Senior students set this day, contained questions on all the great treatises of grammar studied in the College. The Juniors had the questions on the native system of Algebra.

6th and 7th Days—December 2nd and 4th.—These days were devoted to the Nyaya and Vedanta systems of Philosophy, and to Hindoo Law.

The questions were selected partly from lists supplied by the Pundits, but chiefly from other sources. "The studies in the Law" class, Dr. Ballantyne observes, appear to be too often confined to "a limited section of the 'Mitakshara,' a popular treatise on the points most frequently occurring in practice. To commence with such a book, however, cannot be the best method for instructing the student either in the Philosophy or the Science of the Law, however conve-



"nient it may be for pupils who aim at nothing higher than to practice Law as an art. As an experiment, I have directed that no pupil be set to read a technical Law treatise until he shall have gone through a course of the institutes of 'Manu.' The use of this work, as the earliest text book in the class, should furnish opportunities for calling the student's attention to the foundations of natural justice, to the distinctions of moral right and wrong, and to other considerations, for the entertainment of which a technical treatise of narrower scope offers no adequate provision. The attendance of pupils in this class has fallen off since the number of Pundits retained by the Courts of Law was curtailed."

8th Day—December 5th.—The examination papers on Poetry and Rhetoric were prepared by the Principal. They consisted of extracts from the great poems, Magh, Naishadh and Raghuvans, the drama of Vikramorvasi, &c. It was left open to all the competitors to undertake as many of the papers as they chose. The translations were directed to be written in Hindi, and the Rhetorical comment in Sanscrit.

Of the examination, Dr. Ballantyne writes: "I revised the translations, but left the merits of the commentaries to be determined by the Pundits. I should have been disappointed with the style of the translations, had I not been prepared for it both by the remarks in the College records, and also by the slender success (if any) that has attended my reiterated efforts during the past year to improve this branch of study. I have assigned to those exercises not above half the numerical values proposed by the Pundits, and this is fully as much as I consider them to deserve."

December 5th and 7th.—The examination in "Belles Lettres" continued. The Senior candidates were tested by stanzas from the "Meghaduta." They afterwards translated into Sanscrit an apologue in Hindi. Several of the versions the Principal considered excellent. The Juniors translated into Sanscrit a fable of Æsop's from the Hindi version. As the moral appended to the fable in the printed Hindi version was silly and inapplicable, the competitors were desired to draw their own inference. Of those who attempted this, the few who succeeded have received considerably higher marks than the others. Here, as in so many other instances, Dr Ballantyne remarks, the rarity of independent thought among the Sanscrit students was remarkable. 6794

To the boys who were not prepared to compete for the scholarships, a prize was this day held out for the best specimen of Devā Nagri writing. The best penman proved to be Kirpal Upadhya.

December 8th.—In order to test the acquisition of the students in a wider range of literature, the Principal proposed for translation (at the request of the Poetry Pundit) passages which were selected from the "Prahadha," "Chandrodaya," "Kumara Sambhoon," &c.

Whilst the other students were translating into Hindi, Ram Narayan and Vyankatran, who being Tailangis, do not profess to write Hindi, were tested by questions on the more recondite books of the Naya Shaster. Their answers received much praise from the Pundits.

December 10th.—The absentees from the Astronomical examination of the 28th November this day begged to have a fresh set of questions, which was given to them.

The oral examination of the pupils not competing for scholarships took place on the 21st December. They were examined in grammar and the Hitopadesa. The oral examination of the competitors for scholarships was held on the 22nd, 23rd and 24th. The books used in the examination were the "Institutes of Manu," the "Raghuvansa," "Megha Duta," "Ritu Sanhara," and "Naishadh."

The following remarks set forth the principle which guided Dr. Ballantyne in determining the successful candidates for Sanscrit scholarships. He writes—

"In estimating the comparative values of the numbers under the 'separate heads of 'Law,' 'Vedanta' &c. with a view to make up the column of comparative total given in the tabular returns, I proceeded on the principle, that we ought to give most encouragement to those branches of study which stand most in need of it, 'Vedanta,' 'San-khya,' 'Hindu Astronomy' and 'Hindu Algebra,' all of which the student is obliged to apply himself to by the applause of his fellow countrymen I therefore reckon at 1; 'Moral Philosophy,' 'European Algebra,' 'Euclid' and 'Translation into Hindi' I reckon at '2': these studies being unpopular and requiring proportionate encouragement. The 'Nyaya' I estimate at  $1\frac{1}{2}$ , as its study may furnish profitable occasion for the discussion of our own logical system; 'Law' I estimate at  $1\frac{1}{2}$ , for an analogous reason, and 'Grammar' also I estimate at  $1\frac{1}{2}$ , as it lies at the root of all Sanscrit erudition, and I find that it is occasionally too much neglected."

In that portion of the report devoted to the consideration of the branches of study, which require particular encouragement in the present state of the Sanscrit College, Dr. Ballantyne records the following interesting particulars and observations:

"Finding in the College records reiterated complaints of the 'bad style of Hindi written by the students of the Sanscrit College,

"and also various indications of a desire on the part of Government,  
 "that some improvement should be made, if possible, in this department,  
 "ment, I early set myself to consider what might be best to be done.  
 "The exercises which I directed to be written in Hindi were wretchedly  
 "executed, and when I complained of this, the writers acquiesced  
 "in the justice of the complaint, without however admitting that the  
 "question was worthy of having three words wasted upon it. I next  
 "proposed to direct that the Junior students should attend the  
 "Hindi Pundit for a single hour each week, but such an infinity of  
 "obstacles to this were quietly and respectfully insisted upon by all concerned,  
 "that I did not issue the order. I directed instead that the students  
 "should write as their next exercise a reply to the question—  
 "“Why do you despise the culture of the language which you speak  
 "every day of your lives, of the only language which your mothers  
 "and sisters understand?” To this they rejoined by an address,  
 "requesting to know what led me to assume that they despised their  
 "vernacular. I replied, that I should be very glad to find myself  
 "mistaken; and I appealed to one of the most intelligent of the  
 "party to state his real opinion on the subject. His answer was to  
 "the following effect. We do not clearly understand what you  
 "Europeans mean by the term Hindi, for there are hundreds of  
 "dialects, all in our opinion equally entitled to the name, and there  
 "is here no standard as there is in Sanscrit. If the purity of Hindi  
 "is to consist in its exclusion of Mussulman words, we shall require  
 "to study Persian and Arabic in order to ascertain which of the  
 "words we are in the habit of issuing every day, is Arabic or Persian,  
 "and which is Hindi. With our present knowledge we can tell that  
 "a word is Sanscrit, or not Sanscrit, but if not Sanscrit, it may be  
 "English or Portuguese instead of Hindi for any thing that we can  
 "tell. English words are becoming as completely naturalized in  
 "the villages as Arabic and Persian words, and what you call the  
 "Hindi will eventually merge in some future modification of the  
 "Oordoo, nor do we see any great cause of regret in this prospect.

"In reply to this, I urged that it was the duty of himself and his  
 "brother Pundits not to leave the task of forming the national language  
 "in the hands of the villagers, but to endeavour to get rid of the  
 "unprofitable diversity of provincial dialects, by creating a standard  
 "literature in which one uniform system of grammar and orthography  
 "should be followed; the Pundits of Benares, if they valued the fame of  
 "their city, ought to strive to make the dialect of the holy city the  
 "standard for all India, by writing books which should attract the  
 "attention and form the taste of all their fellow countrymen.

"Several of the students intimated their readiness to attempt  
 "something in this line, provided it were made worth their while, and

"as there is no chance of getting them to exert themselves in any  
 "novel direction, unless it be made worth their while, I called  
 "their attention to the Government Circular, No. 419 of 1846, which  
 "provides, that a student may be allowed to enjoy his scholarship for  
 "an extended period, if he be engaged in the preparation of some  
 "original work or translation calculated to be of public utility; the  
 "difficulty, however, was to decide, what work of public utility they  
 "were competent to undertake. Had the matter been left to their  
 "own choice, they would have each selected some prose work in Hindi,  
 "and have undertaken to render it into unexceptionable Sanscrit  
 "verse. They were by no means easily, if it all, contented with my  
 "assurance, that to translate from the common language of their fel-  
 "low countrymen into a language known to comparatively few, is not  
 "to produce what we Europeans call a work of public utility. I  
 "pressed upon their attention the fact, that they know no lan-  
 "guage besides Sanscrit and their mother tongue, that they could  
 "write correctly no language but Sanscrit, and that, therefore,  
 "unless they chose to learn English, so as to become able to prepare  
 "in Sanscrit such a work as Bāpū Deo's Algebra, they could hope to  
 "make themselves useful public writers only by qualifying themselves  
 "to translate *out* of Sanscrit and not *into* it, as at present each man  
 "could write only the *patois* of his native village, spelling it after his  
 "own fancy. I recommended to their notice the Hindi version of the  
 "'Prem Sūg' as the best standard of Hindi grammar and orthogra-  
 "phy; several students, whose ages under the existing regulations would  
 "otherwise necessitate their dismissal at the end of the year, agreed  
 "to undertake the translation of any book that might be assigned to  
 "them. I suggested, as the subject of a first experiment, Mr. Muir's  
 "work—the 'Manassa Dharma,' 'Dipika' and some other works on  
 "which they have since been exercising themselves at intervals. If the  
 "Government think proper to encourage this employment of those stu-  
 "dents, who have gone with the most marked success through the whole  
 "curriculum of academical study, then it may be not unreasonably an-  
 "ticipated, that attention to the Hindi will be stimulated among all  
 "grades of the students by the prospect of being thus employed;  
 "that those works in the Sanscrit which are most worthy of the pe-  
 "rusal of the native public, will be gradually rendered into good Hindi,  
 "(strict precautions being taken to secure the value of the version,  
 "by making the Pundit, to whose department the work belongs answer-  
 "able by the guarantee of his signature for the correctness of the ren-  
 "dering, and some other competent judge answerable for the purity  
 "of the diction) and further, that the employment of Brahmins in ren-  
 "dering the stores of the Sanscrit accessible to the general public, may  
 "have the moral effect of keeping more constantly and emphatically  
 "impressed upon the minds of the frequenters of the Sanscrit College,  
 "the fact that the Government of Great Britain in India recognizes no  
 "hereditary distinction in the realm of intellect, but wishes that all

“ knowledge that is valuable should be placed within the reach of every  
 “ man in the country who has a mind capable of appreciating its value.

“ A hope has been indulged that the Sanscrit pupils may be in-  
 “ duced to study English. My observations, when sounding the Pun-  
 “ dits and pupils on this point, were by no means encouraging, until  
 “ the Government order above referred to appeared, directing that no  
 “ student should retain his scholarship beyond the age of 23, unless  
 “ under certain provisions. The anxiety manifested by the Senior pu-  
 “ pils to bring themselves within the scope of those provisions, sug-  
 “ gested the feasibility of a fresh attempt to introduce the study of  
 “ English into the Sanscrit College. In the course of the examina-  
 “ tion, I circulated a paper to be signed by all who might be willing  
 “ to undertake this study. The paper was signed by several of those  
 “ who, under the existing regulations, are liable to be dismissed at the  
 “ end of the year. They are the very men whom I think it most  
 “ worth while to retain. They have reached a point of mental cul-  
 “ ture at which they have become worth reasoning with, on the com-  
 “ parative merits of the civilization of ancient India, and of modern  
 “ Europe, a point which the Junior boys will not generally have  
 “ reached until they shall likewise have attained the age at which they  
 “ must be turned adrift to gain their livelihood, not improbably as  
 “ astrologers, or as hired mumblers at Pagan ceremonies. Let us en-  
 “ quire, for what object was the Benares Sanscrit College founded?  
 “ What are the most valuable objects to which it can be directed? And  
 “ what are the arrangements most likely to secure the attainment of  
 “ those objects? These three questions I considered it my duty to  
 “ propose to myself, when I was sent from England to take charge of  
 “ the institution, and it may not be impertinent, if, with all deference,  
 “ I state the provisional conclusions which I have arrived at, and  
 “ which are perfectly open to correction.

“ The Benares Sanscrit College, according to the letter of Mr.  
 “ Duncan, the Resident at Benares, dated 24th December, 1798, was  
 “ founded ‘ for the cultivation of the laws, literature, and (as insepara-  
 “ bly connected with the two former) religion of the Hindoos.’ ‘ The  
 “ discipline of the College to be conformable in all respects to the  
 “ Dharma Sastra in the chapter on education. The 2nd book of  
 “ Menu contains the whole system of discipline.’

“ These terms appear to contain the germ of nothing beyond the  
 “ conciliating of the natives of India, by paying a graceful compli-  
 “ ment to their language and literature, and of perhaps providing bet-  
 “ ter educated Pundits to act as legal counsellors than could otherwise  
 “ have been always met with. For many years all the efforts of the  
 “ various gentlemen who took an interest in the College, appear to

“ have been directed to the increasing of its efficiency in these respects.

“ Passing over the attempts of the present Head Master, which  
 “ have been acknowledged in the Principal’s Annual Report for 1841,  
 “ the first decided effort which I find recorded for turning the institution  
 “ to further account, is that of Mr. Muir, during the Session of 1844.  
 “ The book from which the students of the Sanscrit College can at  
 “ present acquire a better acquaintance with the wisest and most  
 “ ennobling thoughts of Europe, than they can acquire from any other,  
 “ is the volume containing the lectures delivered to them by that  
 “ gentleman on Moral and Intellectual Philosophy, the printed edition  
 “ of which constitutes one of his valuable legacies to the College.

“ I cannot remark without regret, that the study of these valuable lectures is performed grudgingly; I cannot complain of having  
 “ been disobeyed, when I directed that such and such days should be  
 “ devoted to this study, and that such and such of the students should  
 “ attend the Professor who was charged with the expounding of them;  
 “ but there was an unmistakable reluctance. I have often had to  
 “ answer the question.—‘What is the use of such studies as these?’  
 “ and the mournful tone of the question, and the unsatisfied look of  
 “ the querist, when he had received the reply, were sufficient to show  
 “ that his query meant no more than a civil intimation that he considered them of no use. For the reason of this we have not to look  
 “ further than to Mr. Muir’s Report of 1844, where he says.—‘But few  
 “ of the pupils evinced much taste for the new departments, which in  
 “ fact have no tendency to bring them emolument or reputation among  
 “ their countrymen.’ The remedy for this he indicates in the following remarks:—‘The place which has been assigned to these departments in the examination for scholarships will, however, if maintained  
 “ in future, enforce some attention to these subjects.’ It is only in  
 “ the carrying out of this suggestion to a great extent that I can  
 “ discern the means of making the College an institution fully worthy  
 “ of the rulers of British India. The object of such an institution, I  
 “ conceive, (and I understand Mr. Muir to have considered) ought to  
 “ be these, to produce Pundits, not merely with Sanscrit learning equal  
 “ to that which can be acquired in the native schools, but with minds  
 “ so far tinged with European habits of thought, as shall render  
 “ each of them in some degree a moral light among his countrymen;  
 “ many people may look on such a proposed object as chimerical;  
 “ it will assuredly be hard to effect; but we shall gain nothing by  
 “ aiming at any thing lower. I do not propose to substitute new  
 “ studies for any portion of the course of Sanscrit study pursued in  
 “ the College. All improvement must be in the way of addition, not  
 “ of substitution. The most perfect European education bestowed

" upon a young Brahmin, however great a blessing it might be to  
 " himself, would exert no beneficial influence beyond his own breast,  
 " if unaccompanied by the amount of Sanscrit erudition which is  
 " indispensable for securing any degree of respectful attention to his  
 " words. How little moral influence do the very best pupils of the  
 " English College exert on the mind of the learned natives, if indeed,  
 " neglecting so much as they do their vernacular tongue, they be  
 " supposed capable of communicating much of what they have learned  
 " to any native at all. But if we succeed in establishing in the Sanscrit  
 " College the standard of training which I propose, we shall have in  
 " the case of each pupil so trained a Brahmin, whose acquirement in  
 " Sanscrit learning must command respect, and consequent attention,  
 " whose thoughts (by the hypothesis) are to a certain extent influenced  
 " by an acquaintance with correct modes of thinking, and who will  
 " find acute men of his own class sufficiently disposed to argue with  
 " him, and nowise disposed to yield a single point that can be by any  
 " means contested. Is it too much to hope, that the élève of the Col-  
 " lege, averse to having the subject matter of his acquirements under-  
 " valued, will exert his ingenuity in the support of his positions, to the  
 " strengthening of his own better impressions, and not altogether with-  
 " out some effect upon his intelligent opponent? The great influence  
 " which the Europeanized ideas of the learned Brahmin, Rān Mohun  
 " Roy, exerted upon the native mind of Bengal, when contrasted with  
 " the comparatively slender influence exerted by well educated and  
 " intelligent men of a different class, has always struck me as pointing  
 " to the combination of conditions which we must strive to bring about  
 " if we would aim successfully at raising the native character. Sup-  
 " posing this to be our object, let us consider what are the motives by  
 " which we can operate on the minds of the pupils in their present state.  
 " These motives are not numerous, they are in fact resolvable into one.  
 " The applicants for admission into the Sanscrit College are attracted  
 " solely by the hope of obtaining a scholarship: this is notorious. The  
 " College Pundits make no scruple of admitting it as a matter of course.  
 " To whatever extent the system laid down for the College differs from  
 " the system followed by the teachers in the City, to that extent does  
 " the College appear repulsive in the eyes of the applicant for admis-  
 " sion, whose repugnance is overcome by the hope of a scholarship. The  
 " love of money is not the noblest of motives, but, employing it as we  
 " do in default of a nobler, we must consider how it may be best turn-  
 " ed to account. If I were called upon to sketch anew the constitu-  
 " tion of the Sanscrit College, I should incline to lay it down somewhat  
 " in the following manner.

" I. The primary object of the Benares Sanscrit College shall  
 " be to furnish, without expense to the student, and as a mark of the  
 " esteem in which the Government holds the ancient literature of this

"country, the means of studying all the most valuable branches of  
"Sanskrit learning.

"II. A secondary, not subordinate object of the institution  
"shall be to furnish to the most promising and most advanced pupils  
"the means of applying their educated faculties to the consideration of  
"those works which constitute the glory of the nation which founded  
"this College. Every student shall have the opportunity of learning  
"the English language; but those students alone, whose acquirements  
"in Sanskrit literature are of a very high order, shall be the objects of  
"special anxiety in regard to their English studies.

"III. Prizes and scholarships shall be held out as the rewards  
"for proficiency in Sanskrit Literature; and no man who gives little  
"promise of attaining a very high degree of proficiency, in at least one  
"branch of Sanskrit learning, shall receive any encouragement to re-  
"main long in the College. But the highest rewards shall be reserved for  
"those, who, having attained in their own Shastras all that is necessary  
"to gain the respect and the attention of their fellow countrymen, shall  
"manifest by their application and consequent attainments, a real  
"desire to pursue the search after truth to the furthest limits to which  
"access is provided for them.

"IV. Without being called upon to learn English, a student  
"shall be allowed to go through the whole curriculum of Sanskrit stu-  
"dy, and to hold the scholarship to which he shall have annually re-  
"newed his title, until he is 23 years of age. A student of English,  
"however, provided he have attained the highest grade of Sanskrit  
"scholarship, and continue to prosecute his studies in at least one  
"branch of Sanskrit learning, shall be eligible to be retained indefi-  
"nitely, the Principal certifying every three months, to the satisfaction  
"of Government, that the assiduity, the progress, and the temper and  
"turn of mind of the student are such as promise some real honor to  
"the College and advantage to the Country from his being retained  
"in the Institution.

"V. As Government wishes to evince its regard, not only for the  
"ancient language of the country, now known to comparatively few,  
"but also for the living language of its millions of subjects in the pro-  
"vinces, the study of the capabilities of the Hindi language, with a view  
"to its improvement and its fixation, will be required on the part of  
"this highest class of scholarship-holders. The study is therefore  
"recommended to the attention of the Junior pupils, who may aspire  
"to reach the higher rank.

"VI. A well educated native, of good caste, shall be ap-  
"pointed to teach the elements of English; the duty of directing the



"English studies from the first, and of exclusively conducting them "after the pupils have acquired some little acquaintance with the language will devolve upon the Principal."

On the subject of the culture of the Hindi language by the Sanscrit students, treated of above by the Principal, the following remarks were communicated in reply. The Lieutenant Governor observed, that if by the term Hindi was meant a language which admits no words but those derived from the Sanscrit, the improvement of such a language must ever be an object of much inferior importance to that of Oordoo. In order to make the culture of Hindi as worthy of direct and active encouragement as that of Oordoo, a large admixture of foreign terms must be permitted in the former language, in order to fit it for the expression of ideas which it would otherwise be unable to convey. It would in fact become merely a form of the Oordoo dialect, with a preponderance of words of indigenous or Sanscrit origin, and the question would then arise, whether the Persian character might not be more advantageously used for such a dialect, than the stiffer and more cumbrous one in which Hindi is now written. The Lieutenant Governor considered that it would be a desirable state of things, and that it is moreover one likely to be realized, that the Oordoo language, written in the Persian character should become the general medium for acquiring or communicating information among all persons of superior education in this part of India. The number of foreign words admitted into this language will of course vary with the taste of the author and the nature of the subject; an accomplished scholar of Hindoo parentage is in a favorable position at Benares for producing an Oordoo style, more intelligible and more to the taste of his countrymen than that used at Delhie and Lucknow. Every encouragement should be given to those who are willing and competent to undertake such a task, but it is evident that a knowledge of the higher Oordoo, as well as of Sanscrit, if not some acquaintance with Arabic and Persian, is necessary for its successful execution. The pure Hindi will doubtless retain its ground for colloquial and subordinate purposes, but the wish of a superannuated Sanscrit scholar to apply himself to the study of it was not considered sufficient to warrant the continuance of his stipend.

The observations of the Principal on the importance of leading the best Sanscrit scholars to study English, met with the Lieutenant Governor's entire concurrence. The students, therefore, who would under the rules have lost their scholarships, as having passed the prescribed age, were allowed to retain them during the current year, provided they continued to satisfy the Principal and the Committee that they were making due progress in their English studies. The extra stipends thus conditionally granted were not allowed to interfere with the expectations of other students, who had become entitled to scholarships under the strict operation of the rules. These last accordingly obtained

scholarships, as in the subjoined list, and the extra stipends above alluded to are shewn in an additional list. These last are liable to cessation at any time on the ground of want of progress.

*List of Scholarships in the Sanscrit Department.*

| NAMES.                   | AGE. | AMOUNT OF STIPENDS. |
|--------------------------|------|---------------------|
| <b>SENIOR.</b>           |      |                     |
| Bichan Tewarce, ....     | 20   | 16                  |
| Balkrishni, ....         | 21   | 14                  |
| Juggernath Pandé, ....   | 22   | 12                  |
| Ramehunder Misr, .. .    | 22   | 11                  |
| <b>JUNIOR.</b>           |      |                     |
| Sital Pershad, ..        | 17   | 8                   |
| Tara Data, ...           | 18   | 8                   |
| Sewansa, ...             | 19   | 7                   |
| Ramdeen Purohit, ....    | 16   | 7                   |
| Ramsarun Pandé, ....     | 16   | 6                   |
| Syama Tewarce, .         | 16   | 6                   |
| Nurayun Dutt, ..         | 15   | 7                   |
| Vishna Dutt Sakul, ..... | 15   | 6                   |
| Deosurun Chowhe, .. .    | 15   | 5                   |
|                          |      | 113                 |

*Additional List.*

| NAMES.                 | AGE. | AMOUNT OF STIPENDS. |
|------------------------|------|---------------------|
| <b>SENIOR.</b>         |      |                     |
| Ram Narayan, ..        | 26   | 16                  |
| Ram Nath Misr, ..      | 28   | 14                  |
| Vinkut Ram, ..         | 23   | 11                  |
| Hunoman, ....          | 24   | 10                  |
| <b>JUNIOR.</b>         |      |                     |
| Gunga Datta, ....      | 21   | 8                   |
| Ram Pershad, ...       | 21   | 7                   |
| Juggernath Sakul, .... | 20   | 7                   |
| Deodutta, ....         | 20   | 6                   |
| Brij Bashun, ....      | 20   | 6                   |
|                        |      | 85                  |

During the past year Mr. Porter resigned his appointment in the College, it having been considered by the Committee to be desirable that Mr. Tresham should be restored to the post of Second Master, which he before held, and that Mr. Porter should be appointed to the third mastership.

The other changes during the period under notice were as follows :—

The fourth mastership of the English Department became vacant by the removal of Mr. W. H. Bachman to Saugor, and Baboo Sheo Suhai was promoted to it, the post of Junior Master being filled by Kidar Nath Piludhi, the holder of a Senior scholarship.

On the death in January 1846 of Krishna Chunder Bhatta-charjya Nyaya, Pundit of the College, Radhakant Seramani, considered to be one of the most learned in the Nyaya Shaster now living, was appointed in his room.

On an application from Jummajoydoss, a supernumerary teacher, to be removed to the Lower Provinces, the Government of Bengal were pleased to appoint him Second Master of the Jessore school.

An attempt was made to combine the Offices of Librarian and Writing Master in the same person, but the result being unsatisfactory, the arrangement was subsequently cancelled.

The proposition of the Committee to lithograph at Bombay a treatise in Sanscrit on Algebra by Pundit Bāpū Deo was sanctioned by Government, and a new edition in Sanscrit of the two first books of Euclid on the symbolical plan, under the same superintendence, was likewise approved. A translation of the Algebra has also been prepared by the Pundit and is in the Press.

In consideration of the meritorious services of Pundit Bāpū Deo, the Lieutenant Governor was pleased, in compliance with the recommendation of the Committee, to raise his salary to 80 Rupees a month from the commencement of the present year, the increase to be considered as a personal remuneration, and not claimable by his successor in his present post.

Within the past year the introduction of monthly payments for tuition was successfully effected in this College. On the 21st of March 1846, the Committee came to a resolution that a minimum payment of one rupee per mensum should be demanded from every pupil.

This the Lieutenant Governor was inclined to think too high for a commencement, and that the probable result would be the withdrawal of many whose parents were unable to pay that sum, and who had no reason to expect that the demand would be made upon them. The Committee were requested to take these remarks in consideration, and to report the conclusion to which they might come. This they accordingly did, and in May 1846 resolved that their former proposition should be acted upon in respect to applicants for admission thenceforth, and that it should apply to pupils already in the College from the date of the re-opening of the College after the next Dushera vacation. The demand was to affect the whole Institution with the exception of the Sanscrit Department, but the Committee reserved to themselves the power of granting exemption in special cases on due cause being shown. The good effect of the measure in inducing greater regularity has already been noticed. The decrease in numbers was to be expected on the first introduction of such a rule.

Arrangements have been made for the erection of the new College on a site fixed upon by the Committee, and the services of Captain Kittoe, of the 6th Native Infantry, have been secured to superintend the building. In the letter of instructions to that Officer, it was remarked that the plan of the Agra College and its attached buildings, which would be delivered to him by the Committee, would apprise him of the size and general conditions of the proposed building. The sum of 50,000 rupees has been set apart for this object from the Education Fund of the N. W. Provinces.

The prospectus of studies to be pursued during the year 1847 will be found with that of the Agra and Delhi Colleges in the Appendix (G.)

## ALLAHABAD SCHOOL.

On the occasion of the dismissal of the 2nd master of this school for misconduct in July 1846, its state and prospects were brought under consideration. The Lieutenant Governor then observed that since the first institution of this seminary the circumstances of Allahabad had materially changed. When the chief public offices of Government were there, great facilities existed for the acquisition of knowledge; the station was much resorted to by that particular class, who are most likely to benefit by our schools, and there were encouragements to learning afforded by the facilities for introduction into the public service, which the presence of many public officers occasioned. But these advantages had ceased, and Allahabad was not a city where, from its commercial importance or the character of the Native inhabitants, any success was to be expected for a school, such as that now existing, at all commensurate with the great cost attending its maintenance.

Under these circumstances, the Lieutenant Governor was disposed to abolish the school, and the Committee having concurred unanimously in the expediency of this measure, Government support was withdrawn from it from the 1st October 1846.

The American Missionaries at Allahabad having expressed their readiness to keep up the school on their own account, provided they were allowed the use of a building for the purpose, the Judge's old Cutcherry, which was available, was made over to them in the place of the old school house, on condition that they kept it in repair and devoted it to the proposed object. The school furniture and a portion of the Library was likewise transferred to them for so long a time as the seminary might be maintained. The books not required at Allahabad were made over to the Benares College.

Mr. Henwood, the Head Master, was directed to repair to Agra, where his services have been since employed pending further instructions, under the orders of the Committee of the Government College at that station.

Of the remaining teachers, Bhookun Lall joined the Bareilly school, and Abdool Sulim went to Saugor, both as supernumeraries; while Ajoodhyapershad applied for and received a pension under the rules.

## SAUGOR SCHOOL.

11TH YEAR.

*Return of Local Committee as on the 30th April, 1847.*

| NAMES.                             | DESIGNATION AND OFFICE.                |
|------------------------------------|----------------------------------------|
| Captain G. W. Hamilton, .. .. .    | Deputy Commissioner 1st class.         |
| W. R. Best, Esquire, .. .. .       | Deputy Commissioner 3rd class.         |
| Reverend J. Bell, .. .. .          | Chaplain, absent on Sick Certificate.  |
| G. G. Spilshury, Esquire, .. .. .  | Supg. Surg. and Secy. Local Committee. |
| Moulvee Syud Allee Hussen, .. ..   | Sudder Amecn.                          |
| Moulvee Mahomud Hader Allee, .. .. | Moonsiff.                              |

*Establishment as on the 30th of April 1847.*

| NAMES.                        | DESIGNATION.         | SALARY.  | DATE OF APPOINTMENT.                  |
|-------------------------------|----------------------|----------|---------------------------------------|
| <i>English Department.</i>    |                      |          |                                       |
| James Rae, .. ..              | Head Master, ..      | 300 0 0  | 12th June, 1837.                      |
| W. H. Bachman, ..             | 2nd Master, ..       | *200 0 0 | 11th May, 1846.                       |
| Showlal Doby and Omrow,       | Joint Librarians, .. | 10 0 0   | { 1st Dec., 1844.<br>1st April, 1846. |
| <i>Vernacular Department.</i> |                      |          |                                       |
| HINDEE.                       |                      |          |                                       |
| Behari Prohit, .. ..          | 1st Teacher, ..      | 25 0 0   | 15th March, 1841.                     |
| Kunni Ram, .. ..              | 2nd Teacher, ..      | 20 0 0   | 26th May, 1847.                       |
| Bholi, .. ..                  | 3rd ditto, .. ..     | 15 0 0   | 15th March, 1841.                     |
| Pati Ram, .. ..               | 4th ditto, .. ..     | 15 0 0   | 15th March, 1841.                     |
| Hurpersaud, .. ..             | 5th ditto, .. ..     | 15 0 0   | 15th March, 1841.                     |
| Moona Lall, .. ..             | Assistant Teacher,   | 5 0 0    | 1st March, 1845.                      |
| Behari and Bagwansing, ..     | Monitors, .. ..      | 5 0 0    | 1st March, 1845.                      |
| OORDOO.                       |                      |          |                                       |
| Goolam Russool, .. ..         | Oordoo Teacher, ..   | 25 0 0   | 27th October, 1843.                   |
| Abdool Salam, .. ..           | Oordoo Teacher, ..   | 50 0 0   | 9th March, 1847.                      |
| Servants, .. .. .             | 1st Bearer, .. ..    | 4 0 0    | 15th March, 1841.                     |
|                               | 2nd Bearer, .. ..    | 3 0 0    |                                       |
|                               | Bheestie, .. ..      | 2 0 0    |                                       |
|                               | Peon, .. ..          | 3 0 0    |                                       |

*List of Scholarships in the Saugor Government School for 1847.*

| ENGLISH DEPARTMENT.                                 |    |    |       |
|-----------------------------------------------------|----|----|-------|
| One Junior Scholarship held by Kunnya Lall, .. .. . | .. | .. | 8 0 0 |

\* N. B.—Personal allowance, 2nd Master's authorized salary 80 Rupees.

Statement shewing the Number, Caste, &amp;c. of Students from 1st May 1846, to 1st May 1847.

| Departments.   | Statement shewing the number of paying Students and the amount paid by them, and Students who do not pay, as on the 30th April, 1847. |         |               | Statement shewing the number of Students studying each of the languages taught, on 30th April, 1847. |         |         | Statement shewing the number of Students on the 30th April, 1847. |             |          | Total of each. | Grand Total. | Remarks. |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------|---------|---------------|------------------------------------------------------------------------------------------------------|---------|---------|-------------------------------------------------------------------|-------------|----------|----------------|--------------|----------|
|                | Non-paying.                                                                                                                           | Paying. | Total amount. | English.                                                                                             | Oordoo. | Hindee. | Christian.                                                        | Mahomedans. | Hindoos. |                |              |          |
| English Dept., | 37                                                                                                                                    | 2       | 24 0          | 39                                                                                                   | 20      | 19      | 2                                                                 | 5           | 32       | 39             | } 202        |          |
| Hindee Dept.,  | 108                                                                                                                                   | 0       | 0 0           | 3                                                                                                    | 6       | 108     | 0                                                                 | 13          | 95       | 108            |              |          |
| Oordoo Dept.,  | 26                                                                                                                                    | 2       | 24 0          | 0                                                                                                    | 28      | 0       | 0                                                                 | 9           | 19       | 28             |              |          |
| Persian Class, | 0                                                                                                                                     | 27      | 82 2          | 0                                                                                                    | 0       | 0       | 0                                                                 | 0           | 0        | 27             |              |          |

N. B.—All the boys in the Persian Class are boys whose names are entered in the English, Hindee, and Oordoo lists.

(A)—Local Receipts and Disbursements from 1st May 1846, to 30th April 1847.

| RESOURCES OF ANNUAL INCOME. |                                      |                   |                                   | ACTUAL CHARGES FOR 1846-47.                                                |                                                                                                                                                                                                                                           |                                                                                                  |
|-----------------------------|--------------------------------------|-------------------|-----------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Separate Funds.             | Assignment from Parliamentary Grant. | Total.            | Assignment from additional Grant. | Establishment and expenses as fixed by Government, dated 2d January, 1843. | Nature of Charges.                                                                                                                                                                                                                        | Items.                                                                                           |
|                             | 4776 0 0                             | 4776 0 0          | 2364 0 0                          | 7140 0 0                                                                   | English Teachers, .....<br>Librarian, .....<br>Vernacular Teachers, .....<br>Establishment, .....<br>Junior Scholarships, .....<br>Books as per Circular No. 23, .....<br>Contingencies, .....<br>Prizes, .....<br>Oorloo Teachers, ..... | 5969 7 5<br>120 0 0<br>1200 0 0<br>144 0 0<br>64 0 0<br>360 0 0<br>215 10 0<br>96 0 0<br>525 0 0 |
| Establishment.<br>7958 7 5  | Contingencies.<br>215 10 0           | Prizes.<br>96 0 0 | Purchase of Books.<br>360 0 0     | Junior Scholarships.<br>64 0 0                                             | Grand Total.<br>8694 1 5                                                                                                                                                                                                                  | 8694 1 5                                                                                         |

(A)—Exclusive of resources from Entrance and Tuition Fees, Rupees 93-8-0.



The annual examination was brought to a close on the 17th October 1846, and the number of boys in the school then stood at 198, apportioned as follows :—

|                        |     |                        |    |
|------------------------|-----|------------------------|----|
| English Department,... | 38  | Oordoo Department, ... | 24 |
| Hindee ditto, ...      | 132 | Persian Class, ...     | 4  |

The English Department was divided into four classes, but only two boys were in the head class, one of whom Kunnya Lall, the holder of the Junior scholarship, it was proposed to transfer to Agra, to enable him to prosecute his studies in the College there. This the Lieutenant Governor considered would be a very advantageous arrangement, and a hope was expressed that it would be adopted.

The 1st class was examined on the following subjects: History of England to the Restoration, English Reader, No. 5, a portion of Poetical Reader, No. 3,—and of Physical Geography: Introduction to Mechanics, Portions of Shakespear, and the 1st Book of Milton. Geography, and the use of the Globes, Grammar, Essays, and Translations from Hindee into English, and *vice versa*: in Mathematics, six books of Euclid, Quadratic Equations, heights and distances in Trigonometry, Mensuration of Solids and Arithmetical Proportion and Progression.

The examiner reported in favorable terms of the department generally, but the Head Master stated that from most of the senior boys having left the school, the classes would again be reduced to mere elementary studies, no boys having advanced sufficiently to take the place of those who had gone.

The progress of all the classes of the Hindee Department, except that of the 4th, was reported to have been satisfactory. The Head Master stated that he had devoted much attention to this Department, as it required constant superintendence, and would always be the largest Department of the Institution.

Captain Hamilton, the examiner, spoke of the evident improvement in this Department since the last year. “The higher classes have “a most correct knowledge of three books of Euclid, and in Algebra “they are advanced as far as Quadratic Equations. In Mensuration of “superficies and plane Trigonometry, their acquirements are fair, and “likely to be of use in after life. In Geography the knowledge of the “students is superficial, arising from the want of good books of instruction. Several of the students are far advanced in Arithmetic, of “which they have a sound knowledge. The study of the Hindoo law “of inheritance is still continued, and some of the scholars answered

“correctly and with readiness questions of an intricate nature on this subject. A few of the boys wrote Essays in Hindec with much success.”

Doctor Spilshury also examined this Department in reading, writing, and explanation, and taking the Prem Saugor as his text-book found the three first classes in a very satisfactory state. The 4th was not so : the teacher, Hurpershad, had not done his duty by it. The 5th with some few exceptions had made highly creditable progress. The 6th class was little more than elementary, but satisfactory considering the time the boys had been learning. The first three classes produced very good specimens of writing, and all were creditable in this respect.

Captain Hamilton with the assistance of the Sudder Ameen, Oordoo and Persian Department. Syud Alli Hoosseini, examined the Oordoo and Persian classes and reported as follows :

“During the past year the progress made by the boys in these Departments has been most satisfactory; although most of the scholars being engaged in their studies in other Departments, have little time to devote to this branch : they have nevertheless visibly improved. Much attention has been given to writing and composition, with a favorable result : five students having this year written short Oordoo Essays. To many of the boys, natives of these territories, the Oordoo is actually a foreign language, and consequently it cannot be expected that their progress should be so rapid as that of others whose mother tongue it is. From this cause also much of the time of the teacher has been taken up in improving the pronunciation of the scholars, a labor which in other parts of India would be entirely spared.

“Persian still continues to be a popular study, although difficulties have been met with from a want of books. As the acquirement of this language is conducive to a correct knowledge of Oordoo it seems a good policy to encourage its study.

“The Oordoo teacher continues to show much zeal and assiduity in his office, and as none of the boys are yet fit to act as monitors, his duties have been heavy and laborious.

The decrease in the number of boys in the school as compared with the number present at the close of 1845 Cause of decrease in numbers. is attributed to the adoption by the Committee of the resolutions noticed at page 37 of the General Report for 1845-46.

Rules for admission. No boy is now admitted who cannot read the Neetee Kutha, and who does not first purchase his class book. An entrance fee is also demanded from all seeking admission into the school, according to the following scale :—

From all boys entering the Hindee Department 4 annas to 1 rupee ; Oordoo Department 8 annas to 1 rupee 8 annas ; English Department 1 rupee to 5 rupees ; according to the circumstances of the parents or guardians.

The falling off in numbers was expected to be the result of these measures, and the Lieutenant Governor had little doubt that the full number of 200 boys which the school building was capable of accommodating, would be maintained under the system now introduced, if only the institution was properly managed in other respects.

The enforcement of the further measure of demanding a monthly payment from those boys whose parents were in good circumstances was left to the discretion of the Committee, who proposed to defer taking the subject into consideration, under existing circumstances, till they should see the effect of the rules which had already been adopted.

With reference to the remarks by the Head Master, that although the rules thus introduced were well calculated to raise the character of the school, and place it in the position it ought to occupy, it was to be lamented that no provision should have been made for educating the members desiring instruction in Hindi, who could not gain entrance through inability to read or to pay the necessary fee, the Lieutenant Governor suggested that the Committee might encourage some competent individual to set up a preparatory school on his own private account ; but it was at the same time observed as probable, that when the want of such schools began to be felt, many individuals would come forward of their own accord to supply it.

With regard to the Head Master's representations that he had no means of compelling idle boys to attend to their studies, it was observed that the only remedy for confirmed habits of this kind was expulsion, which was found to be effectual for the purpose in other institutions. Great irregularity was apparent in the attendance of the boys, and the Lieutenant Governor considered that increased strictness was absolutely necessary in this respect.

Silver medals were presented by Rao Anunt Rao, Rao Gunput Rao, Rao Moorashen Rao, and Hameer Mull Sethi, and in addition to the books allowed on the part of Government, Doctor Spilsbury gave several prizes in the different departments.

The Committee reported that three gold medals had been offered for competition by Rao Anunt Rao of Jysing Nuggur, Rao Anunt Rao, Bede and Humneer Mull, but they considered that no boy had so distinguished himself by general proficiency as to entitle him to so high a distinction, and they therefore reserved these medals for competition at the next examination. The Committee were informed that the Lieutenant Governor approved of this decision, and was much gratified at the liberality evinced by these native gentlemen, and desired that his acknowledgments might be communicated to them, as well as to the other donors of prizes at the late examination.

The Secretary to the Local Committee and Establishment. The Local Committee and Establishment. The year that all the members, with the exception of himself, had been removed from the station. The Lieutenant Governor regretted this, as these gentlemen had at various times shewn so much interest in the welfare of the school; since then the Committee has been reinforced by the appointment of Lieutenant Tulloh, Mr. W. R. Best, Syud Ali Hoossein Sudder Ameen, and Hadi Ali Moonsiff of Saugor. The establishment of teachers has also been increased by the transfer from the late Allahabad school of Moonshee Abdool Sulaim, to act as a supernumerary.

## JUBBULPORE SCHOOL.

10TH YEAR.

*Return of the Local Committee, as on the 30th April, 1847.*

| NAMES.                            | DESIGNATION.                               |
|-----------------------------------|--------------------------------------------|
| Major J. Macadam, . . . . .       | Deputy Commissioner, 1st Class, Secretary. |
| S. S. Brown, Esquire, . . . . .   | Civil and Sessions Judge,                  |
| Captain J. Sleeman, . . . . .     | Superintendent of Thuggee,                 |
| G. M. Cheyne, Esquire, . . . . .  | Civil Surgeon,                             |
| Baboo Shama Churn Dutt, . . . . . | Sub-Assistant Surgeon,                     |
| Moulvee Reazool Hoossein Khan,    | Principal Sudder Ameen,                    |

} Members.

N. B.—No Scholarship.

*Detailed Statement of the Salaries and Establishment of the Government Jubbulpore School on the 1st May, 1847.*

| Date of appointment of the individual holding the Office. | Names of Individuals. | Description of Service. | Salary. | Total.  |
|-----------------------------------------------------------|-----------------------|-------------------------|---------|---------|
| 16th April, 1842.                                         | Mr. S. E. Marstou,    | Head Master, ..         | 200 0 0 | *       |
| 1st Nov., 1845,                                           | Mr. B. Concannon, ..  | Second Master,          | 75 0 0  |         |
| 1st Feb., 1843,                                           | Beharee Lall, ....    | English Monitor,        | 10 0 0  |         |
| "                                                         | Bhao Pundit. ....     | do.,                    | 10 0 0  |         |
| "                                                         | Govind Ram, ....      | Hindee Teacher,         | 15 0 0  |         |
| 1st Jan., 1842,                                           | Munrakhan, ..         | do ,                    | 15 0 0  |         |
| 10th July, 1845.                                          | Duriao Singh, ....    | do.,                    | 15 0 0  |         |
| 16th Aug., 1836,                                          | Vyzayet Allee, ....   | Oordoo Teacher,         | 25 0 0  |         |
| 8th July, 1845,                                           |                       |                         |         | 365 0 0 |

*Number of Students attending the Government Jubbulpore School on the 30th April, 1847.*

| Department.    | Mahomedans. | Hindoos. | Total. | Grand Total. |
|----------------|-------------|----------|--------|--------------|
| English, ..... | 4           | 63       | 67     |              |
| Hindee, .....  | 0           | 73       | 73     |              |
| Oordoo, .....  | 25          | 25       | 50     | 190          |

Average of daily attendance from 1st May, 1846 to 30th April, 1847, 125, 365,

*Disbursements of the Government Jubbulpore School from the 1st May 1846 to the 30th April, 1847.*

|                               |          |
|-------------------------------|----------|
| English Department, . . . . . | 3510 0 0 |
| Hindee Department, . . . . .  | 540 0 0  |
| Oordoo Department, . . . . .  | 300 0 0  |
| Establishment, . . . . .      | 96 0 0   |
| House Rent, . . . . .         | 132 0 0  |
| Book Allowance, . . . . .     | 300 0 0  |
| Company's Rupees..            | 4908 0 0 |

The several Departments of this school were examined on the 21st December 1846 by Major Macadam; of Annual examination 1846-1847. the English Department 79 boys were then present, of whom 47 were in the five first classes, and 32 in the sixth, which was a purely elementary one, the head class had studied History of England to the end of Queen Elizabeth's reign. Lennie's Grammar, Cliff's Geography, the 1st book of Euclid, the four simple Rules of Algebra, and Arithmetic up to Decimal Fractions. The Head Master spoke to the uniform good conduct and aptitude for learning evinced by the boys of this class, while the examiner remarked that they had passed an excellent examination, and that great credit was due to the Master for the manner in which they had been taught.

Of the 6th class no opinion was recorded, none of the boys composing it having been more than a few months in attendance, but of the remaining classes in the English Department the progress was reported to have been very good.

In the Hindee Department 28 boys belonged to the 1st and 2nd, and 34 to the 3rd class. The majority of these last were beginners. The senior boys of the 1st class had read 100 pages of the history of India, a portion of the Siddhant Sheromani Pirkash and of the Hindee Grammar. They had gone as far as the Double Rule of Three in Arithmetic, and were acquainted with the first four rules of Algebra. The examiner's Report was in the whole favorable.

The Oordoo Department numbered 29 boys, who were reported by Major Macadam to have passed a very creditable examination. The two head boys had read 51 pages of Moulvee Hoossein's Oordoo Grammar, gone through the history of Persia, and had studied Arithmetic up to the Rule of Three. The Senior boy answered every question put to him at the examination.

## BAREILLY SCHOOL.

10TH YEAR.

*Return of Local Committee as on the 30th April, 1847.*

| NAMES.                 |    |    | DESIGNATION OF OFFICE.           |
|------------------------|----|----|----------------------------------|
| H. Pidcock, Esquire,   | .. | .. | Commissioner.                    |
| H. H. Thomas, Esquire, | .. | .. | Judge.                           |
| F. Williams, Esquire,  | .. | .. | Magistrate and Collector.        |
| E. Wyly, Esquire,      | .. | .. | Assistant Collector.             |
| Captain Glasford,      | .. | .. | Executive Engineer.              |
| Captain Jones,         | .. | .. | Superintendent Rohilcund Canals. |
| J. P. Ledlie, Esquire, | .. | .. | Principal Sudder Ameen.          |
| H. Berkley, Esquire,   | .. | .. | Late Principal Sudder Ameen.     |
| Baboo Chaitram,        | .. | .. | Native Gentleman.                |
| Mahomed Hoossein,      | .. | .. | Moonsiff.                        |

*Detailed Statement of Salaries and Establishment of the Bareilly School as on the 30th April, 1847.*

| Department and date of Government order constituting each office establishment existing April 30th 1847. | Date of appointment of the individual holding the office. | Names of Individuals. | Designation.    | Amount of Salary. |
|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-----------------------|-----------------|-------------------|
| 11th Jan., 1845,                                                                                         | 10th Jan., 1845,                                          | V. Tregear, Esq., ..  | Supdt.,.. ..    | 400 0 0           |
| 16th Mar., 1836,                                                                                         | 17th Apr., 1841,                                          | G. Wiggins, .. ..     | Head Master,    | 250 0 0           |
| 22d Feb., 1841,                                                                                          | 27th Aug., 1841,                                          | H. Templeton, ..      | 2nd ditto, ..   | 125 0 0           |
| 15th Feb., 1845,                                                                                         | Vacant, .. ..                                             | Vacant, .. ..         | 3rd ditto, ..   | 100 0 0           |
| 1st Oct., 1846,                                                                                          | 1st Oct., 1846,                                           | Bhookun Lall, ..      | 4th ditto, ..   | 50 0 0            |
| 14th Aug., 1845,                                                                                         | 24th Feb., 1846,                                          | Zoolfikar Alli, ..    | 1st Persian, .. | 50 0 0            |
| 14th Aug., 1845,                                                                                         | 1st Mar., 1846                                            | Khootub Shah, ..      | 2nd ditto, ..   | 20 0 0            |
| Carried forward Rs.                                                                                      |                                                           |                       |                 | 995 0 0           |

| Department and date of Government order constituting each office establishment existing April 30th 1847. | Date of appointment of the individual holding the office. | Names of Individuals.      | Designation.            | Amount of Salary. |
|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|----------------------------|-------------------------|-------------------|
|                                                                                                          |                                                           | Brought forward Rs. ..     |                         | 995 0 0           |
| 22d Feb., 1841,                                                                                          | 27th Augt. 1841,                                          | Luchmun Pershad,           | { Vernacular Teacher, } | 40 0 0            |
| 15th Feb., 1843,                                                                                         | 1st Jany., 1846,                                          | Jeeshookh Roy, ..          | 2nd ditto, ..           | 20 0 0            |
| 15th Feb., 1843,                                                                                         | 1st Jany., 1847,                                          | Ishri Pershad, ..          | Librarian, ..           | 10 0 0            |
| 1st April, 1847,                                                                                         | 1st April, 1847,                                          | Gunga Pershad, ..          | Scholar, ..             | 20 0 0            |
| 1st April, 1847,                                                                                         | 1st April, 1847,                                          | Debi Pershad, ..           | ditto, ..               | 16 0 0            |
| 1st April, 1847,                                                                                         | 1st April, 1847,                                          | Ram Pershad, ..            | ditto, ..               | 6 0 0             |
| 1st April, 1847,                                                                                         | 1st April, 1847,                                          | Umut Ullah, ..             | ditto, ..               | 6 0 0             |
| 1st April, 1847,                                                                                         | 1st April, 1847,                                          | Doorga Pershad, ..         | ditto, ..               | 4 0 0             |
| 1st April, 1847,                                                                                         | 1st April, 1847,                                          | Bhowani Pershad, ..        | ditto, ..               | 4 0 0             |
| 1st April, 1847,                                                                                         | 1st April, 1847,                                          | Foolshee Ram, ..           | ditto, ..               | 3 0 0             |
| 1st April, 1847,                                                                                         | 1st April, 1847,                                          | Rudda Suboy, ..            | ditto, ..               | 3 0 0             |
| 1st April, 1847,                                                                                         | 1st April, 1847,                                          | Aga Ali, ..                | ditto, ..               | 8 0 0             |
| 1st April, 1847,                                                                                         | 1st April, 1847,                                          | Sahib Rae, ..              | ditto, ..               | 8 0 0             |
| 1st April, 1847,                                                                                         | 1st April, 1847,                                          | Khyrati Lall, ..           | ditto, ..               | 5 0 0             |
| 1st April, 1847,                                                                                         | 1st April, 1847,                                          | Lumeelood-deen, ..         | ditto, ..               | 5 0 0             |
| 22nd Feb., 1841,                                                                                         | April, 1841, ..                                           | .. ..                      | Duffree, ..             | 4 0 0             |
| 15th Feb., 1843,                                                                                         | 15th Feb., 1843, ..                                       | .. ..                      | Assistant do.,          | 4 0 0             |
| 22nd Feb., 1841,                                                                                         | 22nd Feb., 1841, ..                                       | .. ..                      | Poon, ..                | 4 0 0             |
| 22nd Feb., 1841,                                                                                         | 22nd Feb., 1841, ..                                       | .. ..                      | Durban, ..              | 4 0 0             |
| 22nd Feb., 1841,                                                                                         | 22nd Feb., 1841, ..                                       | .. ..                      | Bhistee, ..             | 4 0 0             |
| 22nd Feb., 1841,                                                                                         | 22nd Feb., 1841, ..                                       | .. ..                      | Sweeper, ..             | 4 0 0             |
| 11th May, 1842,                                                                                          |                                                           | Allowance for Books, ..... |                         | 30 0 0            |
|                                                                                                          |                                                           | Total Rupees               |                         | 1207 0 0          |



*List of Scholarships as held at the Bareilly School on the  
30th April, 1847.*

|                            |        |
|----------------------------|--------|
| Gunga Pershad, . . . . .   | 20 0 0 |
| Dabi Pershad,.. . . .      | 16 0 0 |
| Ram Pershad,.. . . .       | 6 0 0  |
| Uzmut Ullah,.. . . .       | 6 0 0  |
| Doorga Pershad, .. . . .   | 4 0 0  |
| Bhowani Pershad, . . . . . | 4 0 0  |
| Toolshee Ram,.. . . .      | 3 0 0  |
| Rudda Suhoy,.. . . .       | 3 0 0  |
| Aga Alli, . . . . .        | 8 0 0  |
| Sahib Rae, . . . . .       | 8 0 0  |
| Khyrati Lall, .. . . .     | 5 0 0  |
| Jumeel-ood-deen, .. . . .  | 5 0 0  |
| Total Co.'s Rs. . .        | 88 0 0 |

*Statement of the Number and Castes of Students at the Bareilly Government School  
as on the 30th April, 1847.*

| Statement shewing No. of<br>paying Students and the<br>amount paid by them, and<br>Students who do not pay,<br>30th April, 1847. |         |              | Statement shewing number of Students<br>studying each of the languages taught,<br>30th April, 1847. |         |          |         |             | Statement shewing number of<br>Students, 30th April, 1847. |             |  |
|----------------------------------------------------------------------------------------------------------------------------------|---------|--------------|-----------------------------------------------------------------------------------------------------|---------|----------|---------|-------------|------------------------------------------------------------|-------------|--|
| Non-paying.                                                                                                                      | Paying. | Amount paid. | English and Or-                                                                                     | Oordoo. | Persian. | Hindee. | Christians. | Hindoos.                                                   | Mahomedans. |  |
| 256                                                                                                                              | 0       | 0            | 143                                                                                                 | 23      | 52       | 38      | 4           | 164                                                        | 68          |  |

Attendance on the 30th April 1847; 224.

*Local Receipts and Disbursements of the Bareilly Government  
School for the year 1846-47.*

|                                    |      |   |   |            |
|------------------------------------|------|---|---|------------|
| Superintendent and Secretary, .... | 4800 | 0 | 0 |            |
| English Teachers, ....             | 5805 | 7 | 1 |            |
| Vernacular Teachers, ....          | 700  | 0 | 0 |            |
| Persian Teachers, ....             | 840  | 0 | 0 |            |
| Establishment, ..                  | 288  | 0 | 0 |            |
| Scholarships, ..                   | 279  | 0 | 0 |            |
| Books, ....                        | 360  | 0 | 0 |            |
| Contingencies, ..                  | 144  | 0 | 0 |            |
| Prizes, ....                       | 96   | 0 | 0 |            |
|                                    |      |   |   | 13312 7 1  |
| Extra Charge House-rent, ....      |      |   |   | 424 3 1    |
| Total Co.'s Rupees, ....           |      |   |   | 13736 10 6 |

Of the 170 boys mentioned in the last report as present at the examination of 1845, 54 left during the year, of whom three went to obtain employment, and 28 were dismissed; whilst 101 were admitted, making the number at the close of 1846, 217, and an increase during the year of 47. The attendance had improved (on an average of the three last months of each year) from 129 in 1845 to 193 in 1846. This was partly owing to the rigid enforcement of a fine, varying from one anna to one rupee, for absence without leave.

The public examination was postponed from the 21st of December 1846 to the 18th January 1847, owing to the absence of most of the members of the Committee.

#### ENGLISH DEPARTMENT.

The subjects of examination in the 1st class, English Department, comprised Euclid, Hind's Plane Trigonometry, Brinkley's Astronomy, Webster's Hydrostatics, Whewell's Mechanical Euclid, Bland's Equations, Hume's History (the Stuarts), Political Economy, Paley's Natural Theology; and in Oordoo, History of India, Grammar, Translation and Composition.

At the close of 1845, this class consisted of six boys, of whom one left immediately after examination to take the situation of sub-Treasurer in the Collector's office. One obtained employment in the Magistrate's Court, and another as English writer in the Shahjehanpore Sugar works. A fourth resigned his scholarship, thus leaving two only—

|                       | <i>Age.</i> |     |     | <i>Period of Study.</i> |        |  |
|-----------------------|-------------|-----|-----|-------------------------|--------|--|
| Gunga Pershad, ... .. | 21          | ... | ... | 6 $\frac{3}{4}$         | years. |  |
| Debee Pershad, ... .. | 18          | ... | ... | 5 $\frac{1}{2}$         | years. |  |

These two were said to be the best of the original class, and obtained prizes for proficiency in Mathematics, the former of 50 rupees and the latter of 30 rupees, presented for competition by Mr. Lean, in addition to the Senior scholarships noted below.

The 2nd class numbered eight boys, one having left since the last report. Their progress in their various studies was reported to have been fair and general conduct good.

To Rampershad, head boy, a prize of Rs. 20, given by Mr. Lean, was awarded for Mathematical proficiency.

The remaining classes had also generally made satisfactory progress.

## ORIENTAL DEPARTMENT.

The number of scholars in the Oriental Department were reported to be .

|                           |     |       |     |    |
|---------------------------|-----|-------|-----|----|
| In the 1st Persian class, | ..  | ..... | ... | 13 |
| 2nd ditto ditto,          | ... | ..    | ... | 22 |
| 3rd ditto ditto,          | ... | ..... | ... | 14 |
| Oordoo ditto,             | ..  | ..... | ... | 22 |
| Sanscrit, ditto,          | ..  | ..... | ... | 5  |
| Hindee ditto,             | ... | ..... | ... | 25 |

The boys of the Persian 1st class, besides reading the usual Persian books, had gone through the 1st and 2nd Books of Euclid; the Delhie translation of the Introduction to Mechanics; Arithmetic as far as Decimal Fractions, and were reported to have made good progress.

The Committee remarked that among the youths recommended for scholarships, there were several whose age exceeded the limit prescribed by the rules, but they hoped that an exception would be allowed in this instance, as these boys had joined the school before the rules were published, and studied diligently in hopes of obtaining the usual reward. The Committee were also unanimous in opinion, that an increase of scholarships was necessary to the success of the Institution. The Lieutenant Governor complied with these recommendations, and sanctioned scholarships to the following extent for the current year; but it was to be clearly understood that after the expiration of the year, the existing limitations with regard to the age at which a scholarship can be obtained or held would be strictly enforced.

## ENGLISH DEPARTMENT.

## SENIOR SCHOLARSHIPS.

| <i>Names.</i>           | <i>Annual.</i> |
|-------------------------|----------------|
| Gunga Pershad, ... ..   | Rs. 20         |
| Debee Pershad, ... ..   | „ 16           |
| <b>JUNIOR.</b>          | — 36           |
| Ram Pershad, ... ..     | Rs. 6          |
| Uzmut Oollah, ... ..    | „ 6            |
| Doorga Pershad, ... ..  | „ 4            |
| Bhowani Pershad, ... .. | „ 4            |
| Tulshi Ram, ... ..      | „ 3            |
| Rudder Suhoy, ... ..    | „ 3            |
|                         | — 26           |
| Carried forward,        | 62             |

## ORIENTAL DEPARTMENT.

## JUNIOR.

|               |     |       |     |                  |    |
|---------------|-----|-------|-----|------------------|----|
|               |     |       |     | Brought forward, | 62 |
| Sahib Roy,    | ... | ..... | ... | Rs. 8            |    |
| Agha Alli,    | ... | ..... | ... | " 8              |    |
| Khyrati Lall, | ... | ..... | ... | " 5              |    |
| Jumeeloddeen, | ... | ..... | ... | " 5              |    |
|               |     |       |     | —                | 26 |
|               |     |       |     | Total ...        | 88 |

The Committee reported that the boys in almost all cases purchased their own class books, and had commenced to pay for their stationery also.

Payment for tuition the committee had not yet thought it expedient to adopt, being of opinion that, however applicable in the long established Colleges, the advantages would by no means counterbalance the disadvantages in the Bareilly institution. The Committee were however fully sensible of the advantages of the system, and would continue gratuitous instruction only so long as it might be necessary for establishing the school in the favor and confidence of the people. This, the Committee reported, was being gradually accomplished, as evinced by the increased number of scholars, and would be perfected by the grant of additional scholarships.

The Lieutenant Governor regretted that the views of the Committee should be adverse to the demand of any payment for tuition; but the question was left to their discretion to be brought forward again when they might think it expedient. His Honor was however of opinion, that any future addition to the number of scholarships now granted should be conditional on the introduction of the paying system.

The Lieutenant Governor's attention was attracted to an assertion in the Committee's report to the effect, that the "works authorized to be used in the Junior classes required careful pruning, often containing stories of more than questionable morality, indecent allusions, and irreverent mention of the Deity." And the Committee were requested, if such books were really read, immediately to discontinue the use of them, and to indicate their titles in order that it might be ascertained whether they were employed in other institutions. The Hindoostanee Reader, No. 1 was subsequently submitted for inspection, and the Lieutenant Governor concurring with the Committee in considering that certain passages were objectionable, the subject was brought to

the notice of the Bengal Government for communication to the Calcutta School Book Society. That Society has since expressed its intention of correcting the defects which had been pointed out in the work alluded to.

Mr. Wiggins, the Head Master, obtained leave of absence in January 1847, and rejoined his appointment in the middle of April. Mr. Templeton the 2d Master acted for Mr. Wiggins, being considered by the Committee fully competent to the discharge of the duties.

The 3rd Master Mr. Gill was transferred at his own request as 4th Master to the Agra College. Luchmun Pershad, the vernacular teacher, was appointed in Mr. Gill's room, and the vacancy thus occasioned supplied by Syud Jawud Alli of Bareilly.

On the abolition of the Allahabad School Lalla Bhokun Loll was removed to act as a supernumerary at Bareilly, till he could be brought on the strength of the establishment.

The Committee brought to the notice of Government, the establishment during the past year of a Museum and Model Room in connection with the School, for which object nearly 1,000 rupees had been subscribed from private sources. Of this sum 500 rupees had been given by the Nawab of Rampore. It was proposed that drawings and plans or models of important works executed in Rohilcund should be constructed and deposited in the Model room. In reply the Committee were informed that the object contemplated was praiseworthy, but that the expense should be defrayed from the funds at their disposal, as it did not fall within the scope of the Government generally to support Institutions of this kind.

AGRA COLLEGE.

61

AGRA COLLEGE.

24TH YEAR.

*Local Committee of Public Instruction at Agra on the  
30th April, 1847.*

| NAMES.                       | DESIGNATION OF OFFICE.                        |
|------------------------------|-----------------------------------------------|
| C. C. Jackson, Esquire, .... | Magistrate and Collector of Agra.             |
| C. Grant, Esquire, .. ....   | Accountant N. W. P.                           |
| J. Thornton, Esquire, ....   | Secretary to Government N. W. P.              |
| G. F. Edmonstone, Esquire,   | Register Sud. Dewy. and Nizt. Adaw. N. W. P.  |
| C. Allen, Esquire, .. ....   | Officiating Civil and Sessions Judge of Agra. |
| P. B. Reid, Esquire,.. ....  | Deputy Collector of Agra.                     |
| Doctor R. Shaw, .... ....    | Civil Surgeon.                                |
| Captain Oldfield, .... ....  | Officiating Executive Engineer Agra Division. |
| J. Middleton, Esquire, ....  | Secretary Local Committee Public Instruction. |

*Establishment of the Agra College as it existed on the  
30th April 1847.*

| DATE OF<br>APPOINTMENT. | NAMES.              | DESIGNATION.             | AMOUNT<br>OF<br>SALARY. |
|-------------------------|---------------------|--------------------------|-------------------------|
| 1st Feb., 1845.         | J. Middleton, Esq., | Principal, .. ..         | 600 0 0                 |
| 25th April, 1844.       | J. K. Williams, ..  | Head Master, .. ..       | 400 0 0                 |
| 25th April, 1846.       | J. F. McConnell, .  | 2nd ditto, .. ..         | 200 0 0                 |
| 25th April, 1846.       | D. Dunn, .. ..      | 3rd ditto, .. ..         | 130 0 0                 |
| 19th Mar., 1847         | C. Gill, .. ..      | 4th ditto, .. ..         | 100 0 0                 |
| 20th Feb., 1846.        | Kedarnath, .. ..    | 5th ditto, .. ..         | 50 0 0                  |
| 20th Feb., 1846.        | Kulyan Singh, ..    | 6th ditto, .. ..         | 25 0 0                  |
| 2nd Mar., 1847,         | Bukhtawar Singh,    | 7th ditto, .. ..         | 16 0 0                  |
| 3rd Mar., 1847.         | Nijabut Alli, ..    | 8th ditto, .. ..         | 14 8 0                  |
| 9th Jan., 1847.         | N. Parsick, .. ..   | Teacher of Land Surveyg. | 200 0 0                 |
| 28th Dec., 1842.        | J. F. McConnell .   | Writing Master,.. ..     | 30 0 0                  |
| 3rd Novr., 1846.        | Isbry Pershaud, ..  | Teacher of Mathematics,  | 100 0 0                 |
| 7th August, 1845.       | Tsuddeed Oodeen,    | Arabic Teacher, .. ..    | 100 0 0                 |
| 21st Jan., 1847.        | Abdool Hossein, ..  | 1st Persian ditto, ..    | 60 0 0                  |
| 19th Aug., 1824.        | Mahomud Raheem,     | 2nd ditto, ditto, ..     | 30 0 0                  |
| 8th Sept., 1826.        | Muslo Ooddeen,..    | 1st Oordoo, ditto, ..    | 40 0 0                  |



| DATE OF APPOINTMENT. | NAMES.             | DESIGNATION.                              | AMOUNT OF SALARY. |                                 |
|----------------------|--------------------|-------------------------------------------|-------------------|---------------------------------|
| 8th Sept., 1826.     | Fuzl Khan, .. ..   | 2nd Oordoo Teacher. ..                    | 30 0 0            |                                 |
| 9th Feb., 1846.      | Chiranjee Loll, .. | 3rd ditto, ditto, ..                      | 14 0 0            |                                 |
| 19th Aug., 1824.     | Kewal Ram, .. ..   | 1st Sanscrit ditto. ..                    | 60 0 0            |                                 |
| 15th Mar., 1841.     | Heera Loll, .. ..  | 2nd ditto, ditto, ..                      | 20 0 0            |                                 |
| 1st June, 1824.      | Dya Shunker, .. .. | 1st Hindce ditto, ..                      | 60 0 0            |                                 |
| May, 1840.           | Munnoo Loll, .. .. | 2nd ditto, ditto, ..                      | 30 0 0            |                                 |
| 8th May, 1826.       | Choonnoo Loll, ..  | 3rd ditto, ditto, ..                      | 20 0 0            |                                 |
| 15th Aug., 1825.     | Shunker Loll, ..   | Arithmetic Hindce do.                     | 30 0 0            |                                 |
|                      | G. E. Henwood, {   | Head Master Allaha-<br>bad School, }      | 400 0 0           | { Supernu-<br>merary.           |
|                      | ESTABLISHMENT.     |                                           |                   |                                 |
| 5th Aug., 1846.      | J. Lyons, .. ..    | Librarian, .. ..                          | 25 0 0            |                                 |
| 3rd May, 1841.       | Choonnoo Loll, ..  | English writer. .. ..                     | 16 0 0            |                                 |
|                      |                    | 2 Duffries 5 and 4 ..                     | 9 0 0             |                                 |
|                      |                    | 1 Furrash, .. ..                          | 5 0 0             |                                 |
|                      |                    | 1 Bhisty, .. ..                           | 7 0 0             |                                 |
|                      |                    | 1 Chupprasse, .. ..                       | 4 0 0             |                                 |
|                      |                    | 2 Chokeedars 4 each                       | 8 0 0             |                                 |
|                      |                    | 2 Brahmins @ 3-8 ..                       | 7 0 0             |                                 |
|                      |                    | Sweeper, .. ..                            | 4 0 0             |                                 |
|                      |                    | Allowance for Books, Instruments, &c., .. | 100 0 0           |                                 |
|                      |                    | Contingencies, .. ..                      | 4 0 0             |                                 |
| 27th Nov., 1844.     | C. C. Fink, .. ..  | Superintendent, .. ..                     | 300 0 0           | { Village<br>School<br>Estabmt. |
| 21st Oct., 1846.     |                    | 3 Inspectors @ 13-5-4.                    | 40 0 0            |                                 |
|                      |                    | Total Co.'s Rs, ..                        | 3288 0 0          |                                 |

*List of Scholarships of the Agra College as they existed on the 30th April 1847.*

| NAMES.                | DESIGNATION.  | AMOUNT OF SCHOLARSHIPS. | REMARKS.              |
|-----------------------|---------------|-------------------------|-----------------------|
| ENGLISH SCHOLARSHIPS. |               |                         |                       |
| Baldeo Buksh, ..      | Senior, .. .. | 40 0 0                  | Not drawn (on leave.) |
| Luchmun Singh, ..     | ditto, .. ..  | 30 0 0                  |                       |
| Sahgram, .. ..        | ditto, .. ..  | 25 0 0                  |                       |
| Madhoram, .. ..       | ditto, .. ..  | 25 0 0                  |                       |

| NAMES.              | DESIGNATION.    | AMOUNT OF SCHOLARSHIP. | REMARKS.                            |
|---------------------|-----------------|------------------------|-------------------------------------|
| Omerao Singh, ..    | Junior, .. .. . | 8 0 0                  | Not drawn (on leave.)               |
| Dwarkanath, .. ..   | ditto, .. .. .  | 8 0 0                  |                                     |
| J. Beale, .. ..     | ditto, .. .. .  | 8 0 0                  |                                     |
| Kunnya Loll, .. ..  | ditto, .. .. .  | 8 0 0                  |                                     |
| Mohun Loll, .. ..   | ditto, .. .. .  | 8 0 0                  |                                     |
| Sookdeo Buksh, ..   | ditto, .. .. .  | 8 0 0                  |                                     |
| Bhullan Pershad, .. | ditto, .. .. .  | 8 0 0                  |                                     |
| Rooghan Pershad, .. | ditto, .. .. .  | 8 0 0                  |                                     |
| Amcer Khan, .. ..   | ditto, .. .. .  | 6 0 0                  |                                     |
| Bunsee Loll, .. ..  | ditto, .. .. .  | 6 0 0                  |                                     |
| Hurghian, .. ..     | ditto, .. .. .  | 6 0 0                  |                                     |
| Ram Suloy, .. ..    | ditto, .. .. .  | 6 0 0                  |                                     |
| M. Harris, .. ..    | ditto, .. .. .  | 4 0 0                  |                                     |
| Hurnath, .. ..      | ditto, .. .. .  | 4 0 0                  |                                     |
| Bankee Loll, .. ..  | ditto, .. .. .  | 4 0 0                  |                                     |
| Hurry Churn, .. ..  |                 | 16 0 0                 |                                     |
|                     |                 |                        | { Raja of Bhurtapore's Scholarship. |

ORIENTAL SCHOLARSHIPS.

|                    |                     |         |                       |
|--------------------|---------------------|---------|-----------------------|
| Naseer Khan, ..    | Arabic, .. .. .     | 16 0 0  | Not drawn (on leave.) |
| Nisar Allee, .. .. | ditto, .. .. .      | 8 0 0   |                       |
| Fyzoola Khan, ..   | ditto, .. .. .      | 8 0 0   |                       |
| Bunarsi Khan, ..   | ditto, .. .. .      | 8 0 0   |                       |
| Buldeo Buksh, ..   | Senior Persian, ..  | 18 0 0  |                       |
| Chirunjee Loll, .. | ditto, .. .. .      | 16 0 0  |                       |
| Saligram, .. ..    | ditto, .. .. .      | 8 0 0   |                       |
| Hur Pershad, .. .. | ditto, .. .. .      | 8 0 0   |                       |
| Jeydial, .. ..     | Junior Persian, ..  | 4 0 0   |                       |
| Shoshunker, .. ..  | ditto, .. .. .      | 4 0 0   |                       |
| Kesho Pershad, ..  | Senior Sanscrit, .. | 16 0 0  | Not drawn (on leave.) |
| Koonj Behary, ..   | ditto, .. .. .      | 10 0 0  |                       |
| Banee Pershad, ..  | Junior Sanscrit, .. | 8 0 0   |                       |
| Thakoor Doss, ..   | ditto, .. .. .      | 8 0 0   |                       |
| Koondun Loll, ..   | ditto, .. .. .      | 8 0 0   |                       |
| Luchmun Singh, ..  | Junior Hindee, ..   | 8 0 0   |                       |
| Hurry Churn, .. .. | ditto, .. .. .      | 8 0 0   |                       |
| Total Co.'s Rs.    |                     | 400 0 0 |                       |

*Local Receipts and Disbursements of the Agra College.*

| Separate Fund.                                                                                                                             | Total.*    | Assignment from Parliamentary grant, dated 16th December 1840. | Establishment and Expenses as fixed by Government, dated 16th December 1840. |
|--------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------------------------------------------------------|------------------------------------------------------------------------------|
| Endowment of Village Collections, from the estate of the late Gunga Dhur Pundit, under orders of Government, dated 7th November 1823, viz. |            |                                                                |                                                                              |
| Jhoondavye, Zillah Agra, .. .. .                                                                                                           | 4372 8 0   |                                                                |                                                                              |
| Chumoocha, Pergunnah Muttra, .. ..                                                                                                         | 4683 11 3  |                                                                |                                                                              |
| Villages in Zillah Allypore, .. .. .                                                                                                       | 5547 11 11 |                                                                |                                                                              |
| Interest on Rs. 1,78,400, as per General Committee's Report for 1842—1843                                                                  | 7466 10 8  | 22070 9 10                                                     |                                                                              |
| Assignment from Parliamentary Grant, ..                                                                                                    |            | 14733 5 4                                                      |                                                                              |
|                                                                                                                                            |            | 36803 15 2                                                     |                                                                              |
|                                                                                                                                            |            |                                                                | 34200 0 0                                                                    |

\* Exclusive of the following—

|                                               | Rs.  | A. | P. |
|-----------------------------------------------|------|----|----|
| Balance of last year, .. .. .                 | 1490 | 1  | 10 |
| Book Allowance, .. .. .                       | 1200 | 0  | 0  |
| Prize Allowance for both Departments, .. .. . | 300  | 0  | 0  |
| Fines realized, .. .. .                       | 109  | 1  | 3  |
| For Books sold, .. .. .                       | 760  | 7  | 11 |
| Admission of Fees, .. .. .                    | 371  | 0  | 0  |
| Tuition Fees. .. .. .                         | 431  | 10 | 0  |
| Total Rupees, ....                            | 4662 | 5  | 0  |
| Expended for Books, Stationery, &c, ..        | 4363 | 1  | 11 |
| Balance on this date Rupees, ..               | 299  | 3  | 1  |

*Agra College as on the 30th April, 1847.*

| Nature of Charges.                       | ITEMS.                 | VILLAGE SCHOOLS. | TOTAL.     |
|------------------------------------------|------------------------|------------------|------------|
| Principal, .. ....                       | 7220 0 0               |                  |            |
| English Teachers, ....                   | 14135 15 7             |                  |            |
| Vernacular Teachers,..                   | 5613 6 7               |                  |            |
| Establishment, ....                      | 1007 3 6               |                  |            |
| English Scholarships, ....               | 1969 2 5               |                  |            |
| Oriental Scholarships, ....              | 1586 13 8              |                  |            |
| Book Allowance, &c., ..                  | 1200 0 0               |                  |            |
| Contingencies, ....                      | 128 2 10               |                  |            |
| Prize Allowance, English Department,.... | 150 0 0                |                  |            |
| Ditto, Oriental Department,....          | 150 0 0                |                  |            |
|                                          |                        |                  | 33170 12 7 |
| Village School Establishment, ..         |                        | 1080 0 0         |            |
| Village School Contingencies, ..         |                        | 414 14 2         |            |
|                                          |                        |                  | 4524 14 2  |
| Delhie Students' Allowance,....          |                        |                  | 500 0 0    |
|                                          |                        |                  |            |
|                                          | Total Co.'s Rupees.... |                  | 33195 10 9 |

*Statement of the Number, Caste, &c. of the Students of the Agra College on the 30th April, 1847.*

| Statement shewing the number of Students paying, and the amount paid by them, and Students who do not pay, as also the amount of Entrance Fees, on the 30th April, 1847. |                                                                             |                                                   |          |        | Statement shewing the number of Students sitting in each of the Languages taught, on the 30th April, 1847. |         |          |        |           | Statement shewing the number of Students on the 30th April, 1847. |             |             |          |                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------|----------|--------|------------------------------------------------------------------------------------------------------------|---------|----------|--------|-----------|-------------------------------------------------------------------|-------------|-------------|----------|-------------------------|
| Non-paying.                                                                                                                                                              | Paying and amount realized during the year deducting expense of collection. | Amount of Entrance fees realized during the year. |          | Total. | English.                                                                                                   | Arabic. | Persian. | Ooroo. | Sanskrit. | Hindee.                                                           | Christians. | Mahomedans. | Hindoos. | Other than these three. |
|                                                                                                                                                                          |                                                                             | Rs.                                               | As. P.   |        |                                                                                                            |         |          |        |           |                                                                   |             |             |          |                         |
|                                                                                                                                                                          |                                                                             | 16 paying.                                        | Rs.      | As. P. |  |  |  |  |  |  |  |  |  |  | Rs. | As. P. |
| 362                                                                                                                                                                      | 431 10 0<br>45 0 0                                                          | 371 0 0                                           | 754 10 0 | 0      | 342                                                                                                        | 23      | 144      | 131    | 23        | 111                                                               | 22          | 55          | 301      | 0                       |
|                                                                                                                                                                          | 383 10 0                                                                    |                                                   |          |        |                                                                                                            |         |          |        |           |                                                                   |             |             |          |                         |
| Total, .....                                                                                                                                                             |                                                                             |                                                   |          |        |                                                                                                            |         |          |        |           |                                                                   |             |             |          | 378                     |

Per centage of working days 95.8 ; and average daily attendance 362.

The following statement exhibits the number of students in this College on the 1st of January and 30th of November 1846.

ENGLISH DEPARTMENT.

|                                             |     |     |     |
|---------------------------------------------|-----|-----|-----|
| No. on the Rolls on the 1st January, 1846,  | ... | 319 |     |
| Removals during the year, .....             | ... | 161 |     |
|                                             |     |     | 158 |
| Admission during the year, .....            | ... |     | 154 |
| No. on the Rolls on the 30th November 1846, | ... |     | 312 |

ORIENTAL DEPARTMENT.

|                                                 |    |      |
|-------------------------------------------------|----|------|
| No. on the Rolls on the 1st January 1846, ..... | 68 |      |
| Removals during the year, .....                 | 36 | } 43 |
| Transfers to the English Department, ...        | 7  |      |
|                                                 |    | 25   |
| Admissions during the year, .....               |    | 14   |
| No. on the Rolls on the 30th of November 1846,  |    | 39   |

Total of both Departments, ..... 351  
being a net decrease of 26 since the 30th of November 1845.

Of the 161 removed from the English Department 15 obtained employment, 38 resigned, two died, and 106 were dismissed for irregular attendance.

Of the 43 removals from the Oriental Department, five obtained employment, seven were transferred to the English Department, 13 resigned, and 18 were removed for irregularity in attendance.

The diminution was attributed partly to the numerous appointments which had taken place from the College, and partly to the circumstance of the rules for the obtainment and retention of scholarships having been made more definite and strict, which induced many who had hoped to gain scholarships to cease to do so, and to leave in search of employment.

The attendance was stated to have been much the same as last year, the steady observance of the means employed for ensuring regularity in this respect leaving little room for fluctuation.

The Committee reported that the examination began on the 15th of November 1846, commencing with the lowest class in either Department and proceeding upwards. From this date it continued without interruption till the 20th of December, when each student having been examined in every branch of study with which he had been occupied during the

year, the examination terminated, and on the 23rd the prizes were publicly distributed.

In the Appendix C. pages XI. and XII. of last year's General Report will be seen the course of studies on which the examination of the four first classes of the English Department turned. The questions on History, English Literature, Mathematics, Law, and on Arabic and Sanscrit were sent direct by Government, and the Committee were requested to prepare questions on such other subjects as might be considered necessary.

|                                           |                                                                                                                                                                                                              |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>ENGLISH DEPARTMENT,<br/>1st Class.</p> | <p>The <i>virâ voce</i> part of the examination of the 1st class English Department was conducted by Mr. Elliott, who considered the state of the class to be satisfactory, and to indicate improvement.</p> |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

In the Mathematical branch the advance made was reported to have been both considerable and important: the highest and most general application of pure Mathematics having been entered upon and successfully pursued. The whole of Statics and the two first Chapters of Dynamics of Pratt's Principles of Mechanical Philosophy had been perused and the spirit fully comprehended. Three students, it was stated, had reached thus far, and three others had followed them a considerable way.

The answers to the papers on Literature were examined by Mr. Thornton, who wrote as follows: "All the candidates show in most cases a fair apprehension of the general meaning of each passage, but they have not always fully ascertained the force of each word, especially where any word has been used in a peculiar sense. On the whole, I should say that the answers evince a good acquaintance with the contents of the several works to which they refer, especially of the two plays, but they do not shew that the works have been very minutely or critically studied."

The papers on History were creditably answered, and the examiner Mr. Elliot observed that there was marked improvement in the modes of expression and in the spelling since last year.

To this class, eight students were attached, of whom seven gained scholarships as follows:

| SENIOR.            |     |            |                             |
|--------------------|-----|------------|-----------------------------|
| Amount per mensem. |     |            |                             |
| Buldeo Buksh, ...  | ..  | ... Rs. 40 |                             |
| Luchmun Singh, ... | ..  | ... „ 30   |                             |
| Madho Ram, ...     | ..  | ... „ 25   |                             |
| Salig Ram, ...     | ... | ... „ 25   |                             |
| Hurry Churn, ...   | ... | ... „ 16   | { Bhurtpore<br>Scholarship. |

JUNIOR.

|                     |       |
|---------------------|-------|
| Omrao Singh, ... .. | Rs. 8 |
| Dwarkanath, ... ..  | „ 8   |

The eighth was Petumber Shah of the Delhie College, referred to at page 3 of the last General Report, who had been permitted to continue his studies in the Agra College, with a view to qualifying himself for a sub-Assistant Engineership.

The second class of this Department was chiefly examined by written papers, the answers to which were reported to be generally satisfactory.

The *vivâ voce* examination was conducted by Mr. Elliot, who expressed himself well satisfied with the result, and observed that the reading of the class was decidedly improved.

This class at the time of examination consisted of twelve boys, of whom six gained Junior scholarships, viz :

Amount per mensem.

|                         |       |
|-------------------------|-------|
| J. Beale,... ..         | Rs. 8 |
| Kunnyha Lall, ... ..    | „ 8   |
| Mohun Lall, ... ..      | „ 8   |
| Sookdeo Buksh,... ..    | „ 8   |
| Bhullun Pershad, ... .. | „ 8   |
| Rooghun Pershad, ... .. | „ 8   |

The examination of the 3rd class in reading, explanation and grammar was conducted by Mr. Jackson, who expressed his satisfaction with the state of the class. He remarked that the reading was very good indeed, while the explanation by the youths of the difficult passages selected, often surprised him, and the general grammatical accuracy was all that could be desired.

The Geometry of the class was reported to be creditable to its teacher Mr. McConnell. Six of the youths had advanced through the first six books of Euclid, and the majority had made fair progress. The Algebra and Arithmetic on the other hand was considered by no means good, showing defective comprehensions of principles and inexactness of process.



Twenty-seven of this class were present at the examination, and four of these obtained scholarships—

|              |     |     |     |     | Amount per mensem. |
|--------------|-----|-----|-----|-----|--------------------|
| Ameer Khan,  | ... | ... | ... | Rs. | 6                  |
| Bunsee Lall, | ... | ... | ... | „   | 6                  |
| Hurghian,    | ... | ... | ... | „   | 6                  |
| Ramsulhai,   | ... | ... | ... | „   | 6                  |

The fourth class, the lowest in which scholarships are given, was examined in reading, explanation and grammar by Mr. Allen, who reported that the boys read well, the only fault being that they did not attend sufficiently to the stops. “They also gave satisfactory explanations of all the words, and perfectly understood easy sentences, but when the sentences were a little involved and difficult, they sometimes appeared ignorant of the signification of the whole sentence. The grammar questions they answered particularly well, and evidently great pains had been taken to teach every boy the rules.”

The Geometry of this class, the lowest in which it was studied, was reported to be worthless; but it was hoped that this would be soon remedied. The translation was also indifferent.

Of the boys attached to this class three gained scholarships as follows—

|              |     |     |     |     | Amount per mensem. |
|--------------|-----|-----|-----|-----|--------------------|
| M. Harris,   | ... | ... | ... | Rs. | 4                  |
| Hurnath,     | ... | ... | ... | „   | 4                  |
| Baukee Lall, | ... | ... | ... | „   | 4                  |

In the 5th class, the reading, explanation and spelling were reported good, the Grammar by no means so; but in the whole the class was in a satisfactory state.

The reading in the 6th class admitted of improvement, as also the arithmetic and writing. The latter the Committee considered inferior to that of the class below.

The state of the 7th class was not satisfactory. The enunciation of the boys was indistinct and slovenly, and the spelling very bad, and it was remarked that if the teacher Bukhtawur Singh had paid due attention to it, it would not have been in the state it was. The writing objected to on a former occasion was however now very good indeed.

The state of the 8th class was very satisfactory in all respects, and did much credit to the master Lalla Kullyan Singh.

The 9th class was reported to be in a much better state than it was at the previous examination, and the boys had been taught to pronounce accurately and confidently.

The Committee considered the state of the classes in the English Department to be generally satisfactory, and remarked particularly on the excellent discipline maintained in the College.

In the reply of Government to the Committee's Report, the continued progress of the higher classes in mathematical science, and the general proficiency, notwithstanding the numerous removals, were adverted to, and it was observed that these removals were in themselves gratifying as showing the continued demand for the services of the more advanced students for whose employment the Engineering class would now open a new field.

No mention was made in the Committee's report of the result of the Law examination, and the examiner Mr. Edmonstone, in subsequently supplying the information, expressed an opinion far from favorable of the state of the classes. He considered that there was no improvement in the knowledge of Blackstone, as compared with the examination of 1845. Of the three youths who had attempted the papers in Marshman's Guide to the Civil Law, Petumber Shah had acquitted himself very well indeed, and the other two had read Marshman to better purpose than they had read Blackstone; of the two Luchmun Singh had given the best answers.

The fact was that too extensive a course of reading had been attempted in this branch of study: more real progress would have been made if this had been otherwise.

The Committee subsequently proposed to discontinue the study of Marshman's Guide, and to this the Lieutenant Governor saw no objection, observing that in such an institution as the Agra College, it was of more consequence to teach the general principles of jurisprudence than any particular form of Judicial procedure.

The Committee submitted a list of books read at leisure hours by Ishree Pershaud, a Senior student of the College, and reported that they had awarded to him the Gold medal intended

Gold Medal for private reading.

for such cases. The Lieutenant Governor observed that a perusal of this list could not fail to excite regret that a youth of such talents and power of acquiring real knowledge did not select works for his private perusal which would have been of more lasting benefit to him ; no objection, it was remarked, could attach to the occasional reading of dramas or works of fiction for amusement, or with the view of mastering the style of the author, but the youths of our Colleges should be encouraged to devote the greater part of their private studies to higher objects than these. The late general Committee did not intend, in proposing the grant of those medals, that they should be adjudged according to the number of books read, but according "to the extent and accuracy of the information thus acquired by voluntary study"\* The course of reading pursued should therefore be in some degree connected, instead of being merely desultory ; some of the books, moreover, which Ishree Pershaud was stated to have read were objectionable from their immoral tendency, and the perusal of them should on that account alone have been discouraged.

Doctor Sprenger, who examined the papers of the Senior students of the Arabic class, spoke very favorably of them. The marks which he assigned were mostly high. The following scholarships were awarded :—

|                |     |       |     |        |
|----------------|-----|-------|-----|--------|
| Nassur Khan,   | ... | ..... | ... | Rs. 16 |
| Nisar Alli,    | ... | ..... | ... | " 8    |
| Faizoola Khan, | ... | ..... | ..  | " 8    |
| Bunarsi Khan,  | ... | ..... | ... | " 8    |

The *vivâ voce* examination of the Senior Persian class was taken by Moulvee Tussudodeen who reported favorably on the result. The papers on literature were set and the answers examined by Mr. Jackson, whose report was satisfactory as to the state of the class generally, while he accorded praise to some of the Senior students. Four scholarships were awarded :—

|                 |     |       |     |        |
|-----------------|-----|-------|-----|--------|
| Buldeo Buksh,   | ..  | ..... | ... | Rs. 18 |
| Chiranjee Loll, | ... | ..... | ... | " 16   |
| Salig Ram,      | ... | ..... | ... | " 8    |
| Hur Purshaud,   | ... | ..... | ... | " 8    |

The 2nd Persian class consisted of 83 students, but these with the exception of 21 in the first division were generally backward, and their explanation.

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\* See Circular No. 2, page 35, Education Report for 1839-40.

nation and grammar particularly defective. Two scholarships were given :—

|             |     |       |     |     |   |
|-------------|-----|-------|-----|-----|---|
| Jeydial,    | ... | ..... | ... | Rs. | 4 |
| Shoshunker, | ... | ..... | ... | ,,  | 4 |

The reading of the Senior Oordoo class was stated to be very good, and the grammar creditable, but carelessness and indifference was apparent with respect to the meaning of the lessons.

The 2nd class was unequal ; but an improvement was observable since the last year.

In the 3rd class also improvement was remarked.

The answers of the Sanscrit papers sent by Government, as also translations from Sanscrit into Hindee, and the converse superadded by the Committee, were examined under the directions of Doctor Ballantyne by his Pundits, and the report was very favorable to Koonj Beharee and Kesho Pershad. Of the translation into Sanscrit by the latter Dr. Ballantyne said that it surprised the Pundits, who considered it much superior to his other papers. The scholarships awarded were to

|                |     |     |     |     |    |
|----------------|-----|-----|-----|-----|----|
| Koonj Beharee, | ... | ... | ... | Rs. | 10 |
| Kesho Pershad. | ... | ..  | ... | ,,  | 16 |

The chief Sanscrit Pandit Kewul Ram, who examined this class, spoke favorably of it, especially of that portion which is of some standing. The following scholarships were gained :—

|                   |     |     |     |   |
|-------------------|-----|-----|-----|---|
| Bance Pershad,    | ... | ..  | Rs. | 8 |
| Thakoor Dass, ... | ... | ... | ,,  | 8 |
| Koondun Lall,     | ... | ... | ,,  | 8 |

The Senior Hindoe class was examined in the Ramayan and Mahabharat. The reading and explanation were found to be good, but grammar did not seem to have been attended to, and consequently those only who had studied Sanscrit could point out the constructions. The scholarships gained were,

|                 |     |     |     |   |
|-----------------|-----|-----|-----|---|
| Luchmun Sing,   | ... | ..  | Rs. | 8 |
| Hurry Churn, .. | ... | ... | ,,  | 8 |

The 2nd class Hindoo was reported to be creditable as usual to its energetic teacher Munnoo Lall.

2nd Hindoo Class.

The 3rd class was considered on the whole creditable, and evinced improvement since the last year.

3rd Hindoo Class.

With reference to the progressive decrease as noted in the margin,\* of *purely* Oriental students, it was remarked that these classes were apparently in a course of gradual extinction, but the Committee explained that such was not the case, the fact being that English studies were more pursued, not that the Oriental were less so. Considering that most of the most advanced students in the Oriental belonged to the English Department also, and that high standing in the latter was usually attended with corresponding eminence in the former the Committee were of opinion that the present tendency was beneficial, and therefore deserving of encouragement. This explanation was considered quite satisfactory.

Explanation regarding Oriental Classes.

|                      |     |
|----------------------|-----|
| * Number in 1844, .. | 152 |
| .. 1845, ..          | 83  |
| .. 1846, ..          | 68  |
| .. 1847, ..          | 39  |

The Committee reported that Mr. Fink had made satisfactory progress in his endeavours to teach the elements of science to a class of Oriental students, chiefly from the Senior Persian class who did not read English. The Lieutenant Governor in reply expressed a hope that at the close of the current year a more detailed account of Mr. Fink's proceedings in this department would be furnished, and remarked that the best mode of exciting the interest of the native community in our Oriental classes was not only to give good instruction in their own learned languages, but also to impart to the students of those languages other information which they cannot acquire elsewhere.

With reference to the small number of paying students, (the total monthly sum thus raised at the close of the year 1846, being Rs. 34 only,) it was suggested that a payment of at least 8 annas should be now required from all who entered the English Department. This sum, it was observed, had been for some time demanded in all the English schools of the Bombay Presidency, except in cases where a boy was clearly unable to pay, and at the same time possessed more than ordinary ability. The Committee in reply stated that in their opinion it was not as yet advisable to introduce the measure to the above extent, but they remarked that a difficulty in gaining admission would probably soon be experi-

enced, in consequence of the maximum number of students having been reached, and that then it would be a fitting time to generalize the system of payments. In the mean time they considered that a modification of the existing scale might be advantageously made as follows :—

*Present Rates.*

|                                                      |     |    |    |               |
|------------------------------------------------------|-----|----|----|---------------|
| Parents whose income is 100 Rs. pay 5 Rs. per mensem |     |    |    |               |
| Do                                                   | ... | do | 70 | .. .. 3 .. do |
| Do                                                   | ... | do | 30 | .. .. 1 .. do |

*Proposed Rates.*

|                                                       |     |    |    |               |
|-------------------------------------------------------|-----|----|----|---------------|
| Parents whose income is 100 Rs. pay 5 Rs. per mensem. |     |    |    |               |
| Do                                                    | ... | do | 50 | do. do. 3 do  |
| Do                                                    | ... | do | 20 | do. do. 1 do, |

but from this the Lieutenant Governor did not think that much advantage would arise. He left the matter however to the discretion of the Committee, being confident that they would not delay to introduce so desirable a measure as soon as they were satisfied of its expediency.

The Committee reported that they had awarded the Mansel Prize  
Mansel Prize. for the year, amounting to Rupees 179-6-6,  
to Umrao Singh and Saligram for their  
attainments in History : the equality of their answers having rendered  
an equal division of the prize necessary.

They also awarded the Robertson Prize for Translations, English  
Robertson Prize into Vernacular and *vice versa*, amounting  
to Rupees 104-9-0, to Baldeo Buksh and  
Lachman Singh, to the former  $\frac{2}{3}$ rd of the sum on the ground of  
general superiority, and to the latter the rest on account of a very  
good translation into Hindee, for which the examiner recommended  
that he should be thus rewarded.

The examiners, Messrs. Thornton and Elliot, remarked improvement in both these subjects since the last examination.

The prospectus of study for the year 1847 will be found in the  
Scheme of Study for 1847. Appendix (G.) It corresponds with that of  
last year with the following exceptions.

For students previously in the Senior English class additional reading has been prescribed in the following works, viz :—

In Gibbon—The History of Mahomed.

In Hume—The early part and the Commonwealth.

In Shakspear—Othello and King Lear.

It was proposed to give instruction to the Senior class in the History of India, with a view especially to the imparting of information regarding the principles of our Laws and Government ; and to introduce Hymcr's Astronomy as a class book, as probably the best elementary work on the subject.

During the year Mr. Richards, the 4th Master in the English Department, was nominated to a similar situation in the Patna College, and his place filled by Mr. Gill, 3rd Master of the Bareilly school ; Mr. Aire, the 5th Master having vacated his appointment, Kedar Nath the 6th Master was promoted to that post, and Pundit Culyan Singh, 8th Master, appointed 6th Master.

Sheo Narain the Librarian resigned the situation, and was succeeded by Mr. Lyons.

A superannuation pension was granted to Moonshee Azim Ali ; and Moonshee Abdool Hussein having acquitted himself best at the examination which was held to test the qualifications of candidates, was appointed to be senior Persian Professor in his room.

At the recommendation of the Committee a native Professor of Mathematics on a salary of 100 Rs. per mensem has been added to the Establishment, and Ishree Pershaud, a senior scholar of the College has been nominated to the post, but the continuance of the appointment will depend upon the advantages which may appear hereafter to have resulted from it.

## DELHIE COLLEGE.

55TH YEAR.

*Return of Local Committee as on the 30th April, 1847.*

| NAMES.                            | DESIGNATION OF OFFICE,                 |
|-----------------------------------|----------------------------------------|
| Sir T. T. Metcalfe, Baronet, .... | Commissioner of Delhie Division.       |
| A. Ross, Esquire. .. ....         | Civil Surgeon.                         |
| J. P. Gubbins, Esquire,....       | Judge,                                 |
| Nawab Hamid Ali Khan,.. ....      | Holding no situation under Government. |
| Moulvee Sudrooddeen, ....         | Principal Sudder Amcen.                |
| Rae Ram Surn Dass,.. ..           | Deputy Collector,                      |
| A. Sprenger, Esquire, M. D.,....  | Secretary, (on sick leave.)            |
| F. Taylor, Esquire,.. ....        | Officiating Secretary.                 |

*Establishment as on the 30th April, 1847.*

| NAMES.                               | DESIGNATION.                                     | SALARY.  | DATE OF APPOINTMENT. |
|--------------------------------------|--------------------------------------------------|----------|----------------------|
| <i>English Department.</i>           |                                                  |          |                      |
| A. Sprenger, Esq. }<br>M. D., .... } | Principal,.. ....                                | 600 0 0  | 19th March, 1845.    |
| F. Taylor, .. ' ....                 | Offg. do. and Head Master,                       | 400 0 0  | 16th August, 1829.   |
|                                      | 2nd Master, ....                                 | 150 0 0  |                      |
| E. Roberts,.. ....                   | 3rd Master, ....                                 | 150 0 0  | 19th Sept., 1846.    |
| R. Steward,.. ....                   | 4th Master, ....                                 | 120 0 0  | 12th Oct., 1843.     |
| Wuzzeer Ali, ....                    | 5th Master. ....                                 | 50 0 0   | 12th April, 1841.    |
| Hosseinee, .. ....                   | 6th Master, ....                                 | 40 0 0   | 1st May, 1841.       |
| Ram Kishen, ....                     | 1st Oordoo Master, ....                          | 80 0 0   | 1st January, 1831.   |
| Sheo Pershad, ....                   | 2nd Master, ....                                 | 40 0 0   | 1st June, 1833.      |
| Noor Muhumed,....                    | 3rd Master, ....                                 | 30 0 0   | 17th May, 1841.      |
| Taruck Nath, ....                    | Writing Master, ....                             | 30 0 0   | 10th June, 1838.     |
| Radha Kishen, ....                   | Nagree Master, ....                              | 8 0 0    | 1st July, 1841.      |
| W. Scotland, ....                    | Drawing Master, ....                             | 150 0 0  | 7th April, 1846.     |
| S. W. Fallon, ....                   | Supernumerary and Of-<br>ficiating 2nd Master, } | 250 0 0  | 1st October, 1844.   |
| Hurdeo Singh, ....                   | Librarian. ....                                  | 25 0 0   | 29th Jan., 1845.     |
| Carried over, ..                     |                                                  | 2123 0 0 |                      |



| NAMES.             | DESIGNATION.            | SALARY.   | DATE OF APPOINTMENT |
|--------------------|-------------------------|-----------|---------------------|
|                    | Brought forward.....    | 2123 0 0  |                     |
| Hurdeo Singh, .... | English Writer, ....    | 13 0 0    | 19th Oct, 1843      |
| Noor Allee, ..     | Duftree, ....           | 7 0 0     | 19th May 1841       |
|                    | 3 Chuprassies @ 4 each, | 12 0 0    |                     |
|                    | 1 Durwan, ....          | 4 0 0     |                     |
|                    | 1 Furrash, ....         | 4 0 0     |                     |
|                    | 1 Chowkeedar, ..        | 4 0 0     |                     |
|                    | 1 Sweeper, ....         | 3 0 0     |                     |
|                    | Books,....              | 50 0 0    | 11th May, 1842      |
|                    | Contingencies. ..       | 20 0 0    | 22d January, 1842   |
|                    | Prize Books, ....       | 20 13 4   | 4th January, 1843.  |
|                    | Total, ....             | 2260 13 4 |                     |

## ORIENTAL DEPARTMENT.

|                               |                                      |           |                   |
|-------------------------------|--------------------------------------|-----------|-------------------|
| Munlook-ul-Alli, ..           | 1st Arabic Teacher, ....             | 100 0 0   | 1st June, 1820    |
| Jafir Ali, ..                 | 1st Shea ditto, ....                 | 100 0 0   | 1st April, 1811   |
| Syed Mahomed, ..              | 2nd Shea ditto, ....                 | 60 0 0    | 1st June, 1825.   |
| Subhan Buksh, ..              | 3rd Shea ditto, ....                 | 35 0 0    | 4th Dec., 1834    |
| Imam Buksh, ..                | 1st Persian Teacher, ....            | 50 0 0    | 1st April, 1841   |
| Hussun Alli Khan,..           | 2nd Persian Teacher, ....            | 35 0 0    | 1st Dec, 1830     |
| Ahmud Alli, ..                | 3rd Persian Teacher, ....            | 25 0 0    | 2nd Oct., 1830    |
| Ram Chunder Shas-<br>tree, .. | 1st Sanscrit Teacher, ....           | 60 0 0    | 26th April, 1841. |
| Kidar Nath, ..                | 2nd Sanscrit Teacher, ..             | 20 0 0    | 1st April, 1841   |
| Ram Chund, ..                 | Teacher of European<br>Science, .... | 50 0 0    | 28th Feb., 1844   |
| Ajudhya Pershad, ..           | ditto ditto, ..                      | 50 0 0    | 23th Feb., 1846   |
| Syed Mahomed, ....            | Writing & Nagree Master.             | 28 0 0    | 5th July, 1829    |
| Faiz Paraa, ....              | Arithmetician, ....                  | 20 0 0    | 11th March, 1840  |
| Hurdeo Singh, ....            | English Writer, ....                 | 12 0 0    | 19th Oct, 1843    |
| Ashruf Allee, ....            | Mooushee, ....                       | 10 0 0    | 15th Sept., 1831  |
| Radha Kishen, ....            | Treasurer. ....                      | 10 0 0    | 16th April. 1829  |
| Ashruf Allee, ....            | Librarian, ....                      | 10 0 0    | 1st Jan. 1833     |
|                               | 4 Chuprassies @ 4 each,              | 16 0 0    |                   |
|                               | 1 Furrash, ....                      | 4 0 0     |                   |
|                               | Carried over, ..                     | 2954 13 4 |                   |

| NAMES. | DESIGNATION.             | SALARY.   | DATE OF APPOINTMENT. |
|--------|--------------------------|-----------|----------------------|
|        | Brought forward,....     | 2954 13 4 |                      |
|        | 1 Chowkedar, .. ....     | 4 0 0     |                      |
|        | 2 Bheesties @ 4 each, .. | 8 0 0     |                      |
|        | 1 Kahar, .... ....       | 4 0 0     |                      |
|        | 1 Gardener, .... ....    | 4 0 0     |                      |
|        | 2 Sweepers @ 3 each, ..  | 6 0 0     |                      |
|        | Books, .... ....         | 50 0 0    | 11th May, 1842.      |
|        | Contingencies, .... .... | 16 0 0    | 22nd Jan, 1842       |
|        | Prize Books, .... ....   | 20 13 4   | 4th Jan., 1843.      |
|        |                          | 3068 10 8 |                      |
|        | Deduct Escheat Fund,.... | 250 0 0   |                      |
|        |                          | 2818 10 8 |                      |

*Senior and Junior Scholars.*

## ENGLISH DEPARTMENT.

|                                       |                      |         |                   |
|---------------------------------------|----------------------|---------|-------------------|
| Ram Chund, ....                       | Senior Scholar, .... | 30 0 0  | 19th April, 1847. |
| Dharam Narraun, ..                    | ditto, .... ....     | 30 0 0  | ditto, ditto,     |
| Shoo Narraun, ....                    | ditto, .... ....     | 25 0 0  | ditto, ditto,     |
| Motee Loll, ....                      | ditto, .... ....     | 18 0 0  | ditto, ditto,     |
| Amcer Khan, ....                      | ditto, .... ....     | 18 0 0  | ditto, ditto,     |
| Prem Narraun, ....                    | Junior Scholar, .... | 8 0 0   | ditto, ditto,     |
| Jey Nuraun, ....                      | ditto, .... ....     | 8 0 0   | ditto, ditto,     |
| A. Foy, ....                          | ditto, .... ....     | 8 0 0   | ditto, ditto,     |
| Mahomed Isac, ....                    | ditto, .... ....     | 8 0 0   | ditto, ditto,     |
| Mukhun Loll, ....                     | ditto, .... ....     | 7 0 0   | ditto, ditto,     |
| Zoolfiqar Allee,....                  | ditto, .... ....     | 7 0 0   | ditto, ditto,     |
| Benarsee Doss ....                    | ditto, .... ....     | 6 0 0   | ditto, ditto,     |
| Ranjee, son of Na-<br>thamull, .... } | ditto, .... ....     | 6 0 0   | ditto, ditto,     |
| Dya Shaukur, ....                     | ditto, .... ....     | 6 0 0   | ditto, ditto,     |
| Master Staines, ....                  | ditto, .... ....     | 5 0 0   | ditto, ditto,     |
| Ram Loll, .. ....                     | ditto, .... ....     | 5 0 0   | ditto, ditto,     |
| Edward Foy ....                       | ditto, .... ....     | 5 0 0   | ditto, ditto,     |
|                                       | Carried over,....    | 200 0 0 |                   |

| NAMES.           | DESIGNATION.                 | SALARY. | DATE OF APPOINTMENT. |
|------------------|------------------------------|---------|----------------------|
|                  | Brought forward,...          | 200 0 0 |                      |
| Ram Kishen, .... | Junior Scholar, ....         | 5 0 0   | 19th April 1847.     |
| Deena Nath, .... | ditto, ....                  | 5 0 0   | ditto, ditto,        |
| Sookh Deo, ....  | ditto, ....                  | 5 0 0   | ditto, ditto,        |
|                  | 16 Junior Scholars @ 4 each. | 64 0 0  | ditto, ditto.        |
|                  |                              | 279 0 0 |                      |

*Oriental Department.*

## ARABIC SCHOLARS.

|                                      |                        |         |                   |
|--------------------------------------|------------------------|---------|-------------------|
| Allee Akbar, ....                    | Senior Scholar, ....   | 20 0 0  | 19th April, 1847. |
| Mahomud Ahsan, ..                    | ditto, ....            | 20 0 0  | ditto, ditto,     |
| Abdoor Rahman, ..                    | ditto, ....            | 16 0 0  | ditto, ditto,     |
| Shumsooddeen, ....                   | ditto, ....            | 16 0 0  | ditto, ditto,     |
| Khoda Buksh, ....                    | ditto, ....            | 16 0 0  | ditto, ditto,     |
| Radha Kishen, ....                   | ditto, ....            | 16 0 0  | ditto, ditto,     |
| Ryazooddeen, ....                    | ditto, ....            | 12 0 0  | ditto, ditto,     |
| Allec Asghar, ....                   | Junior Scholar, ....   | 8 0 0   | ditto, ditto,     |
| Kurrcem Buksh, ..                    | ditto, ....            | 8 0 0   | ditto, ditto,     |
| Khajeh Zeaooddeen,                   | ditto, ....            | 8 0 0   | ditto, ditto,     |
| Serdar Beg, ....                     | ditto, ....            | 6 0 0   | ditto, ditto,     |
| Mahomud Allec, ..                    | ditto, ....            | 6 0 0   | ditto, ditto,     |
| Mahomud Tukkee-<br>oollah, .. } .... | ditto, ....            | 5 0 0   | ditto, ditto,     |
| Serajooddeen, ....                   | ditto, ....            | 5 0 0   | ditto, ditto,     |
| Zecaooddeen, ....                    | ditto, ....            | 5 0 0   | ditto, ditto,     |
| Mahomud Hossein,                     | ditto, ....            | 5 0 0   | ditto, ditto,     |
|                                      | 20 ditto, @ 4 each, .. | 80 0 0  | ditto, ditto,     |
|                                      |                        | 252 0 0 |                   |

## PERSIAN SCHOLARS.

|                    |                      |        |                   |
|--------------------|----------------------|--------|-------------------|
| Bishun Nath, ....  | Junior Scholar, .... | 5 0 0  | 19th April, 1847. |
| Perarey Loll, .... | ditto, ....          | 5 0 0  | ditto, ditto,     |
| Dwarka Nath, ....  | ditto, ....          | 5 0 0  | ditto, ditto,     |
|                    | Carried over,....    | 15 0 0 |                   |

| NAMES.              | DESIGNATION.           | SALARY. | DATE OF APPOINTMENT. |
|---------------------|------------------------|---------|----------------------|
|                     | Brought forward.....   | 15 0 0  |                      |
| Dhurmee, Dhur, .... | Junior Scholar, ....   | 5 0 0   | 19th April, 1847.    |
|                     | 22 ditto, @ 4 each, .. | 88 0 0  | ditto, ditto.        |
|                     |                        | 108 0 0 |                      |

## SANSKRIT SCHOLARS.

|                   |                              |           |                  |
|-------------------|------------------------------|-----------|------------------|
| Ramdial, .. ....  | Senior Scholar, ....         | 16 0 0    | 19th April, 1847 |
| Gopal, .... ....  | ditto, .... ....             | 16 0 0    | ditto, ditto,    |
| Cheyn Sookh, .... | Junior Scholar ....          | 8 0 0     | ditto, ditto,    |
| Bal Mukkund, .... | Jitto, .... ....             | 7 0 0     | ditto, ditto,    |
| Umra, .... ....   | ditto, .... ....             | 6 0 0     | ditto, ditto,    |
|                   | 1 ditto, @ 4 each ....       | 4 0 0     | ditto, ditto,    |
|                   |                              | 57 0 0    |                  |
|                   |                              | 696 0 0   |                  |
|                   | Fired Establishment charges, | 2818 10 8 |                  |
|                   | Grand Total Co.'s Re...      | 3514 10 8 |                  |

*Statement of Number, Caste, &c. of Students as on the 30th of April, 1847.*

| Statement shewing the number of paying Students and the amount paid by them, and Students who do not pay, on the 30th April, 1847. |              | Statement shewing the number of Students studying each of the Languages taught, on the 30th April, 1847. |                     |         |         |                      |          |           |         | Statement shewing the number of Students on the 30th of April 1847. |             |                                                        | REMARKS. |
|------------------------------------------------------------------------------------------------------------------------------------|--------------|----------------------------------------------------------------------------------------------------------|---------------------|---------|---------|----------------------|----------|-----------|---------|---------------------------------------------------------------------|-------------|--------------------------------------------------------|----------|
| Non-paying.                                                                                                                        | Paying.      | Total.                                                                                                   | English Department. |         |         | Oriental Department. |          |           |         |                                                                     |             |                                                        |          |
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| 318                                                                                                                                | 16 at 1 each | 334                                                                                                      | 198                 | 0       | 0       | 65                   | 47       | 24        | 0       | 107                                                                 | 209         | The Pay system was introduced on the 1st of May, 1846. |          |
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183 of the Pupils in the English Department, and 24 of the Sanscrit Department study Oordoo; 8 English and 3 Sanscrit Pupils study Persian.

26 of the Pupils in the English College and 8 of those in the Persian department of the Mudressa study Nagrec.

The daily average attendance of the Students from 1st May 1846 to 30th April 1847 is 155 in the English and 134 in the Oriental Department.



At the examination of 1845, the number of students in the College amounted to 444; during 1846, the average number was 371, showing a decrease of 143. The daily attendance, however, was 315, a considerable improvement upon the average of the former year. Pupils who did not attend regularly had been struck off.

The admissions during 1845 were 278, while the number in 1846 was only 98; but this decrease was said to be owing to the rule which had obtained during a portion of the year that new students should only be admitted quarterly, after undergoing an examination.

The term was brought to a close and the prizes distributed on the 26th of December, 1846.  
Annual Examination, 1846-47.

In the English Department the studies pursued during the year were in accordance with the prospectus to be found in Appendix (C) of last year's General Report, except in respect to the 1st class, in which some deviation was found necessary, in consequence of the absence and sickness of the students.

For the examination of the Senior Department, questions on Mathematics, History, and on English, Arabic and Sanscrit Literature were received from Government; and questions on Law, Political Economy, Natural Philosophy, Smith's Moral Sentiments, and the thesis of an Essay were prepared on the spot.

In Mathematics, Physics, Natural Theology, and Political Economy, the same questions were given to both the English and Oriental Departments, with a view to the institution of a comparison of their respective attainments. The subject of the Essay proposed—"The moral influence which Railroads are likely to exercise over Upper India," was likewise the same. In History, the questions were different, the Oriental having read less on this subject than the English Students. The answers of both departments in this branch were, however, reported to be very satisfactory.

Five Senior English Scholarships were awarded as follows:—

|               |        | <i>Amount of Scholarship<br/>per mensem.</i> |
|---------------|--------|----------------------------------------------|
| Ram Chund,    | .....  | ..... Rs. 30                                 |
| Dhurm Narain, | .... . | ..... „ 30                                   |
| Sheo Narain,  | .. ... | ..... „ 25                                   |
| Motee Lall,   | .....  | ..... „ 18                                   |
| Ameer Khan,   | .....  | ..... „ 18                                   |

Thirty one boys gained Junior scholarships, varying in amount from 8 rupees per mensem to 4 rupees. Doctor Ross attended the examination of the Junior Department, and was gratified with the progress of the pupils, and particularly with the good pronunciation of the beginners. The third class, however, was not found to be well prepared, and this was said to be occasioned by the change of Masters, Mr. Platts having left the College on the 22nd September, and Mr. Fallon, to whom the class was entrusted, not having had time to become fully acquainted with it.

A satisfactory report was given by Doctor Sprenger of the Drawing Class. attention paid to the drawing lessons. The specimens proved that considerable success had attended the formation of this class.

The Arabic classes were very highly spoken of by the Principal, who stated that the pupils of the 1st class had read all Arabic works on Literature that had been printed in India. Dr. Sprenger had edited, for the purpose of furnishing further materials of instruction, the Tareekh Yemeence, a history of Sultan Mahmood, written in the style of Hureeree, and the students had read it as far as it was printed. In Law, Logic, Rhetoric, &c. they had also read the usual books.

The Senior Arabic classes were examined in the following books in addition to the subjects in which they were tested in common with the English Department.

1ST CLASS.

|                   |  |                            |
|-------------------|--|----------------------------|
| Durar ul-Moktar, | \| | Shrah Sooma (Shiah Law,)   |
| Tareekh Yemeence, |  | History of England and the |
| Motnubee,         |  | brief Survey of History.   |
| Hiday-ah,         |  |                            |

2ND CLASS.

|                       |  |                          |
|-----------------------|--|--------------------------|
| Kat-akul and Tuhzeeb, | \| | Brief Survey of History, |
| Kalela and Dumna,     |  | Translation.             |

The Junior Arabic classes were reported to have made very great progress. The subjects of examination were,

|                     |  |                     |
|---------------------|--|---------------------|
| Nuho Meer. | \| | Dustur-ul Mobtedee, |
| Moontukhubat Arebi, |  |                     |

besides Grogaphy, History of India, Geometry and Arithmetic, all of which had been studied in Oordoo.



In the Persian Department the rule obtained throughout the year, that no candidate should be admitted who was not sufficiently advanced in Persian to understand the Goolistan.

**Persian Classes.**

Persian students of Delhie and the vicinity were invited by a circular to compete for Junior scholarships at the annual examination. Twenty one out-students presented themselves, and seven of them obtained scholarships of 4 rupees per mensem each.

The Principal remarked on the defect in the instruction of the Persian classes, arising from the partiality of the Moulvees for a florid style, and for the study of the writings of the latest authors.

The Sanscrit Department was reported to be in a very bad state, which was attributed to the want of a proper supervision over the Pundits. An improvement was, however, expected when the Principal should himself become better acquainted with Sanscrit.

**Sanscrit Classes.**

The instruction in Hindee was likewise in an unsatisfactory condition. Both the Masters were self-taught, and, notwithstanding their best endeavours, hardly qualified to be teachers.

**Hindee Classes.**

The Principal in his report proposed that the Heads of the several Colleges should concur in laying down an uniform plan of study for the Senior English classes. The Lieutenant Governor fully acknowledged the advantage which would result from this measure if it could be accomplished, and recommended that Dr. Sprenger should enter into communication with the other Principals on the subject.

**Uniformity of study in the College.**

The students in the Oriental Department were reported to be particularly backward in composition. On this subject Doctor Sprenger remarked as follows : " The Moulvees exercise them (their pupils) in translating so literally from the Persian and Arabic into Oordoo, that I have frequently found that, though a pupil might translate to the satisfaction of his teacher, he had no notion of the sense. The style of the Moulvees and pupils is therefore clumsy, and the language inelegant and erroneous. Their ideas, owing to the scholastic manner of the education, are extremely confined. This appears to me, among all defects of the Oriental Department, to be that which ought to be remedied first, and I trust the next examination will show an improvement.

Doctor Sprenger also brought to notice the want of a complete set of good elementary works on European Sciences in Oordoo, and pointed out some errors and defects which existed in the existing books on Geography and History. In reply it was suggested that if the mistakes were noted as discovered in an interleaved copy, the means would be obtained of making the next edition of each work much superior to the last, and that it was only in this way that such books could be gradually improved.

The scale of monthly payments adopted, as proposed last year, failed to bring more than a very insignificant number of students under contribution; the proceeds averaging only 19 rupees per mensem. It was accordingly suggested by Government that it would be better to demand an uniform fee of 8 annas a month from all the English students; but the Committee being of opinion that the measure would be injurious to the cause of education, its introduction was left to their discretion, with a request that they would keep their attention directed to the subject.

The Committee reported that, with the intention of carrying out the suggestions contained in the Government letter (printed in Appendix K. of last year's General Report,) on the subject of quarterly admissions, after examination, no pupils had been admitted into the English Department during the first three months of the year 1846. Those who had presented themselves on the 1st April were found, on examination, to be ignorant either of the Oordoo (Persian character) or of Arithmetic, owing to the former not being taught in the Surrafee schools, whilst even numeration was seldom taught in the elementary Persian school in the city. The Committee also stated that many who had applied for admission during the first three months and had been told to come again on the 1st of April, never did so. It appeared therefore that quarterly admissions tended to diminish the number of candidates, and the Committee subsequently proposed that these periodical examinations should be discontinued, at least so long as the schools of this city were not better organized.

In reply it was remarked that however ill-informed the applicants for admission might generally be, the principle might still obtain of selecting the best of those who presented themselves, and that the natural consequence of steadily attending to this principle would be that the candidates would come better prepared than heretofore. The elementary classes in the College would have to be still retained, till, as was hoped would be the case, they gradually became useless. It was

moreover observed, that it did not materially affect the proposed plan of periodical admission, whether this took place quarterly or monthly, or even oftener. It might be regulated by the average number of vacancies, which experience showed to occur within a given time. It was, however, necessary that the limit which it was intended to fix to the numbers in each department should first be settled. Till this was done the privilege of being admitted into the College would not be more valued than at present, nor could the principle of selection come into full operation.

The Committee having taken these suggestions into consideration, the following rules were proposed and approved. 1st, that the number of students in the lowest class in the English and the Persian Departments should be limited to 40. 2nd, that examinations for admission should be held every fortnight. 3rd, that at these examinations the best qualified of the candidates should be admitted to the extent of the vacancies existing. 4th, that in the Persian Department the rule should be that all candidates must understand the Goolistan.

The scholarships, the list of which will be found at the head of this notice, were awarded strictly in accordance with the rules laid down respecting age, (vide Appendix A. of the General Report for 1845-46,) except in one instance, in which the holder of a Junior Scholarship applied himself to the study of English with a view to qualify himself for the appointment of sub-Assistant Engineer. He was beyond the age prescribed for competitors for Junior English scholarships, but, in consideration of his very great diligence and with a view to encourage the study of English by pupils who had already attained a considerable knowledge of their own learned language, the Committee proposed, and Government sanctioned the continuance of the scholarship in this case.

The only change in the establishment which occurred during the period under notice was occasioned by the exchange of appointments, which was sanctioned, between Mr. Platts, the 3rd Master of the College, with Mr. Roberts, the 2nd Master of the Glazepore School.

The prospectus of studies for the year 1847 will be found in the Appendix (G).

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PART III.

APPENDIX.

APPENDIX A.

NOTIFICATIONS.

No. 1195 of 1846.

*General Department, N. W. P.**The 22nd December, 1846.*

With reference to paragraph 7 of the notification of October 9th 1845, the Hon'ble the Lieutenant Governor is pleased to make known for general information, that the Right Hon'ble the Governor General of India has authorized the appointment of 20 sub-Assistant Executive Engineers, as soon as a sufficient number of duly qualified persons present themselves. There are at present 19 vacancies; the next examination will be held early in March next. Candidates for the appointment are requested to submit their applications before that date, and in so doing to conform to the requisitions contained in paragraph 6 of the above notification.

(Signed) J. THORNTON,

*Secy. to Govt., N. W. P.**The 22nd December, 1846.*

No. 586 E of 1847.

*General Department, N. W. P.**The 21st July, 1847.*

The candidates for the appointment of sub-Assistant Executive Engineers noted in the margin* presented themselves for examination before the Committee appointed by the orders of 9th October 1845, consisting of

*Buldeo Buksh, Luchmun Singh, Peetumber Shah, Maddhoo Ram, Sham Loll, Mr. E. T. S. Johnson, Hurree Churn, Munnohur Loll.

Major W. F. Baker, Engineers,—*President.*

Capt. J. R. Oldfield, Engineers,	} <i>Members.</i>
J. Middleton Esq.,— <i>Principal Agra College.</i>	
Dr. A. Sprenger,— <i>Principal Delhie College.</i>	

Four of these candidates, viz., Buldeo Buksh, Luchmun Singh, Peetumber Shah and Maddhoo Ram, were pronounced sufficiently qualified in the most important theoretical branches of their profession,

and have been allowed to prosecute their further studies at Roorkhee under the superintendence of the Director of the Ganges Canal, with the prospect of receiving their appointments, if they qualify themselves in the practical parts of their duties, within six months from the date of joining.

Sham Loll was also considered qualified in some branches, but as he has obtained responsible Civil employment in the Jullunder Doab, he will now receive from the Committee a certificate of his acquirements. Mr. E. T. S. Johnson and Mummohur Loll, though not sufficiently qualified to obtain appointments, yet shewed very creditable attainments, of which they will receive certificates.

Hurree Churn is a scholar in the Agra College, where he will continue to prosecute his studies.

By order, &c.,

(Signed) J. THORNTON,

Secy. to Govt., N. W. P

The 30th July, 1847.

APPENDIX B.

CIRCULAR.

No. 323 A.

FROM J. THORNTON, ESQUIRE,

*Secy. to Govt., N. W. P.*TO THE SECRETARY TO THE LOCAL COMMITTEE
OF PUBLIC INSTRUCTION,

AGRA, DELHIE, BENARES.

Dated Head Quarters, the 14th July, 1847.

SIR,

The Lieutenant Governor is desirous of doing all that is in his power to promote the resort of educated natives from the N. W. Provinces to the Medical College in Calcutta, in order to qualify themselves for the situation of sub-Assistant Surgeons.

2. The Council of Education at the Presidency have lately suggested, with a view to this object, that a scholarship should be devoted in each of the Colleges in these provinces to the purpose in question.

3. The Committee are consequently authorized to make the following offer to the present holders of senior English scholarships in the College, as well as to those who may hereafter obtain stipends of that description. If any sufficiently qualified senior scholar is willing to proceed to Calcutta for the purpose of studying medicine in the Medical College at that place, he will be allowed to retain his stipend while so employed in addition to the usual allowance to the medical students in the College, and for the term of three years from the time of his entry. If at the end of that time the Council of Education should see cause to recommend that a further period of study be allowed, the continuance of the stipend will be sanctioned for two additional years.

4. It must be understood that the indulgence thus offered is conditional upon the progress which the student may make in his new pursuit while in Calcutta. If at any time the Council of Education should see cause to recommend his removal from the Medical College,

he will be allowed a sufficient period for his return to his native zillah, and after the expiration of that period his allowance will cease.

5. No more than one scholar can at present be allowed these advantages from each College ; but if the Committee should find that more are desirous of being admitted to them, they will be pleased to bring the fact to the notice of Government.

6. A copy of this letter will be forwarded to the Council of the Medical College, with whom the Committee will be pleased to communicate regarding any candidates who may offer themselves.

I have the honor to be, &c .

(Signed) J. THORNTON,

Secy. to Govt., N. W. P.

APPENDIX C.

*List of Urdu Books printed during 1846-47, by the Delhi
Vernacular Society, including some now in the Press.*

DeMorgan's Principles of Arithmetic
A Treatise on Medicine, Part 1st.
Abul Faeda, 1st Vol.
Mahomedan History of Cashmere.
History of Greece.
Lives of the Philosophers of Greece.
Geography of India.
Natural Theology.
Lives of Arabic Poets.
History of Bengal, 2nd edition.
Assistant Magistrate's Guide.

In the Press.

Abul Faeda, 2nd Vol.
Herschel's Astronomy.
A Treatise on Magnetism.
Simm's Mathematical Instruments.
Lives of the Hindoo Poets, &c.
Urdu Translation of Woofyat Khaliram.
A Treatise on Surgery.

APPENDIX D.

No. 593 OF 1846.

FROM CAPTAIN J. D. CUNNINGHAM,

Political Agent in Bhopal,

TO F. J. MOUAT, Esq., M. D.,

Secretary to the Council of Education, Calcutta,

Dated Sehore, (Bhopal,) October 31st, 1846.

SIR,

As the school at this place derives some support from the public funds, and as it is some time since any report on its condition has been laid before Government, it seems both necessary and proper that the modes of instruction followed, and the means at the disposal of the ex-officio Superintendent, should again be brought to your notice.

2. The school, which has been long established, met with deserved attention from Sir Herbert Maddock, when Political Agent, and it was, as you are aware, greatly extended and improved by the late Mr. Wilkinson. Soon after I took charge of this office, four months ago, I found it necessary to give much of my attention to the affairs of the school, for the funds seemed inadequate; and in the progress of time discipline had relaxed, and simplicity of system had been neglected. The certain income of the school amounted to about 190 rupees a month only, or the total income including that from uncertain sources to Rs. 212 monthly, which is but a small sum for the maintenance of a large public establishment.

3. For the small Sanscrit division (to which Mr. Wilkinson seems to have paid much attention), there were two teachers; while for the numerous boys learning Hindee there was but one instructor. Similarly, for the well attended Oordoo and Persian school there was but one master, while for giving lessons in Arabic no teacher remained. There was no English class, nor indeed is it expected that one can be established. The instruction was wholly gratuitous to all, and stipends I found had been allowed to some extent to induce or enable poor boys, or young men, mostly Sanscrit students, to remain and follow up their acquisition of knowledge, while the paucity of masters had further rendered necessary a recourse to the inadequate agency of monitors.

4. I found that a multiplicity of books were read: that some subjects had to be taught through the medium of the Mahratta language, which is but partially spoken in this quarter; and that further, there were almost as many classes as boys, owing to the diversity of works used or subjects taught. It appeared that upwards of 300 pupils received instruction at the school, the youths being, for the most part, the sons of soldiers in the disciplined Bhopal contingent, or of inhabitants of the town and its neighbourhood. There were nearly 100 Mahomedan boys; nearly double that number of Hindoos; about 20 boys of the Jain faith; and, including a branch school, a somewhat larger number of the Sikh persuasion.

5. A complete reform or re-organization of the school seemed to be necessary, and if its income could be increased, I thought that I saw good materials for teachers among the earlier pupils of Mr. Wilkinson. As about a third of the students were the sons of soldiers of the Bhopal contingent, it appeared but reasonable that the funds of that force should contribute towards the expences of the school. I represented the circumstances to the Resident at Indore, my immediate superior, and as Mr. Hamilton is every where bent upon the extension of education, he has readily sanctioned a monthly contribution of 200 rupees, which somewhat more than doubles the certain income of the school, and which has put it in my power to make a slight increase to the pay of the old masters, and to appoint a few new ones. I have considerable hope that the neighbouring chiefs will now, likewise, increase their annual donations, and that the income of the school may soon equal 600 rupees monthly, the amount to which I am desirous of raising it in the first instance.

6. In considering the modifications to be made in the course of study, it seemed prudent to work in the best way I was able with what had been established, and to leave any present preponderance of one subject or language to be balanced hereafter by a suitable increase to other departments. It was merely necessary to systematize, or to adjust the foundations already laid, so as to enable them to bear any superstructure, and at the same time to admit of future lateral additions without disfiguring the general fabric.

7. It seems in the first instance necessary that boys should learn to read and write their mother tongue with ease and correctness; that they should be able to practise the arithmetic of accounts; and that they should have some knowledge of the history of India, and some acquaintance with the elements of geography. In the business of life, however, the Persian language is still every where of value; the elements of some of the exact and physical sciences which the moderns have so greatly improved are of easy acquirement and perpetual benefit, and a Mahomedan or Hindoo youth derives respect,

and almost insures a livelihood by possessing some knowledge of Arabic law, or some acquaintance with Brahminical institutions. The Arabian and Sanscrit literatures, indeed, are mixed up with the feelings and influence the daily conduct of multitudes of our Hindoo and Mahomedan subjects; nor have the dialectics of mind or the philosophy of morals been greatly advanced by the Europeans. They are still much the same in English as they have from time to time appeared in Arabic, Greek and Sanscrit. Law and philosophy can moreover be taught without admitting sectarian text books or works on controversial Divinity, contrary to the principles on which Government schools are conducted.

8. I was thus desirous that after boys had learnt to read and write their mother tongue, and knew something of the history and geography of the country they inhabited, that they should acquire the elements of General History, and of the more obvious sciences as taught by Europeans, rather than as cumbrously and incompletely or inaccurately laid down by their own writers. This could be done through the medium of translations from the English, and the boys might, at the same time, learn the Persian language in one department, or the literature of the Hindoos bordering on the Sanscrit, in another. After this course of study had been completed, most boys would quit the school to make their way in life, but a few would remain to study Arabic and Sanscrit. Hence it seemed that in each of the two great departments of the school, the Mahomedan and the Hindoo, there should be three divisions, which may be briefly designated, as first, the spoken languages of the country; second, the elements of modern science; and third, the particular law and philosophy of the scholar.

9. I wrote on the subject of the above views to the Principals of the Agra and Dehlie Colleges, as well as to the Resident at Indore, and from all of them I received information and hints of much utility. Mr. Middleton's details have indeed been of great use to me; and, as was to be expected, Dr. Sprenger's suggestions about the study of Mahomedan literature are particularly valuable. I have accordingly framed a scheme of study, 1st, in Hinduee; and 2nd, in Oordoo and Persian for the acquisition of spoken languages, and the elements of modern science, which will come into operation from the 1st November, and which will be found detailed in the enclosure of this letter. I have not yet fully determined upon a course of study in Sanscrit, nor for Indians perhaps is much change of the old routine necessary. The Arabic department must virtually remain in abeyance until the income of the school is still further increased. Facilities will be afforded for acquiring a knowledge of surveying, of medicine, and of chemical and mechanical arts; but no classes can be established, and the pursuit of these branches of knowledge must be left to the tastes of pupils or the wishes of parents.

10. The above scheme provides for a good education in Hindee and Oordoo, which represent the vernacular languages of this part of India. Although the dialects differ somewhat from those spoken in the upper portions of the valley of the Ganges, there are, however, certain local wants which it is desirable to meet. In the extensive districts belonging to Scindhia, Holkar and the Southern Powars, the Mahratta language and character are used in correspondence and in revenue accounts, and a sufficient knowledge of the spoken tongue of these conquerors is an essential acquirement in central India. Again, in Bhopal there is a colony of Sikhs, who are employed as soldiers both by the chief and the disciplined contingent. These men, perhaps from their isolation, are more assiduous than elsewhere in teaching their children to read the language of the Punjab in the Goormookhee character. Hence, as Mahrattee is of general utility, and as the Bhopal state and the funds of the Bhopal contingent contribute about three-fifths of the whole income of the school, it is intended to establish classes for elementary instruction in the Mahrattee and Punjabee dialects. When the boys have mastered their mother tongue they will join the Hindee and Oordoo classes for the purpose of learning the elements of science. It is also proposed, when means admit, to establish a class for instruction in "Muhajunee," as the written character, and almost the dialect of traffickers, differ from those in ordinary use here as elsewhere. Every dealer is moreover anxious in the extreme to give his son at least a good arithmetical education.

11. In fixing upon suitable class books, I have met with some difficulty. There were scarcely any works in Oordoo on elementary science in use in this school, but the publications of the Vernacular Translation Society of Dehlie have partly enabled me to supply the deficiency: suitable books in Hindee on Geometry and some other subjects seem still to be unprocurable, and for a time the Mahrattee publications of Bombay must continue to be used. Generally speaking, the elementary works adapted in the public schools of India seem to be greatly wanting in similarity of method, and in comprehensiveness or unity of design. It is greatly to be desired, that suitable text books were first prepared in English on History, Law, Geography, the Mathematical Sciences, Astronomy, Zoology, Botany, Geology and Natural Philosophy, and then translated by learned Indians into Oordoo, Hindee, Bengalee, Mahrattee and other dialects. When the modern languages have been enriched with well arranged and well expressed treatises on the exact and the physical sciences, the importance of Arabic and Sanscrit will gradually decline. English is more difficult than either of these languages to an Indian, and thus various circumstances combine to leave him content with imperfect knowledge.

12. It is also, I think, greatly to be desired that, even the ordinary reading lessons or moral tales were somewhat *indianized* or adapted to the social and political habits of the people. The books on History, moreover, should be written idiomatically and with elegance; but this perhaps can only be properly done by the people themselves. In our publications, however, we might carefully avoid all invidious comparisons, and all remarks expressive of our sense of superiority. In books about this country, it does not seem essential that tradition should wholly give way to European criticism, which is yet incomplete and far from certain; and Goldsmith's history of Rome is perhaps even now better suited for school boys than one filled with *Niebuhr's* learned truths and ingenious speculations. There is, moreover, no reason for confounding Brahminical science with the chronology of priestly or poetical mythologists; for Arya and Bhasker Acharj differ as much from Munnoo and the Veds as Pythagoras and Aristotle differ from Hesiod or from Homer. All should not be rejected because a portion is undoubtedly false, just as in writing a treatise on astronomy for an English school, the laws of the planetary motions would not be rejected because Kepler, their discoverer, practised the idle art of astrology.

I have the honor to be, &c.,

(Signed) J. D. CUNNINGHAM,

Political Agent, Bhopal.

Bhopal Agency, Sehore, }
Oct. 31st, 1846.

Scheme of Studies in Hindee, and in Oordoo and Persian adopted at the School of Sehore in Bhopal, dated October 31st, 1846.

<i>Class.</i>	<i>Subject taught.</i>	<i>Oordoo Books.</i>	<i>Hindee Books.</i>
1st or Lowest,	Letters, Figures, Short Sentences, Easy Tables, &c., Writing Letters and Figures,	Uuroof Tahajee, Durpan (Lurkou ka.)	Yurmala. Neetee Kutha, I. and II.
2nd,	Easy Stories, Arithmetic, Addition by memory, &c., Writing Syllables and Words,	Hikaiaat Oordoo, Moofedood Sibceen II., Oosool ilm-i-Hisab,	Oopdes. Singhasan Butteesee. Gunitank.
3rd,	Ordinary Prose Narrative, Grammar, Elements of Arithmetic. Division and Rule of Three, Writing Sentences and from Dic- tionary,	Bagh-o-Buhar, Faleennamneh, II., Kuward Oordoo, (at Ahmed Alees') Oosool ilm-i-Hisab,	Prem Sagur. Raj Neetee. England ka beean. Bee-kurruo, (Adam's.) Gunitank.
4th,	Versified and Rhythmical Narra- tive, History of India,	Intikhab Dewanon, Fawareekh Hindoostan, (Marsh- man's.)	Bij Bilas. Hindoostan ka Kutha (Marsh- man's.)

Scheme of Studies in Hindee, and in Oordoo and Persian adapted at the School of Schore in Bhopal, dated October 31st, 1846.

Class.	Subject taught.	Oordoo Books.	Hindee Books.
5th or 1st Persian.	Grammar, completion of Arithmetic, Fractions and ordinary Accounts, Elements, Writing Geography, and correcting bad ordinary, and correcting bad Grammar,	Kuwaid Oordoo, Oosool Iim-i-Hisab, Hisab Putwareeon, Hisab Surafee, Khoolasatool Geography (Miss Bird's.) Prem Sagur,	Beakurrun (Adam's) Hutton, 1st vol. (Mialrattee.) Hisab Putwareeon, Hisab Surafee. Bhoogol (Pearce.) Bagh-o-Buhar.
	The Nagree and Persian character to be learnt respectively by the Oordoo and Hindee Students,	Kureema, Dustoorool Mooktoobat, Goolistiar, Bostan, Insha Amanocolla Hosseneec, Kuwaid Farsee,	
	1st—Persian, Reading, Grammar,		
	2nd—Hindee, Mythology, &c.,		Muhabharat. Subha Bilas.

APPENDIX D.

3rd—Science, &c., History of England, Geography, Zoology (descriptive), Botany (ditto), Geometry,	Tawareekh Englistan, Khoolasatool Geography, None fixed, Euclidean,	England ki tawareekh. Bhoogol Durpan. Pudarth Vidya Sar. (<i>This is about the Earth generally and not Zoology, &c., in particular</i>). Hutton, 2nd vol.. (Mahrattree).
6th or 2nd, 1st—Persian, Reading, &c., Translation,	Anwar Soheelee, Seekundernameh, Abool Fuzl, Mukhzun-ool-Fuwaid,	
2nd—Hindee, Mythology, &c., 3rd—Science, &c., General History, Law of Inheritance, Algebra, Trigonometry Plane, Astronomy (Elements), Natural Philosophy,	Firishta, Khoolasatool Tawareekh, (Marsh- man's), Rissala Serajee Ilm-Furaid, Jubir mokabila, Ilm-i- Moosallusat, Mujimcoa Shumsee, Ilm-i-Tubiye.	Ramayun. MahrattreeBukhur(Grant Duffs'.) Kutha Sar (Marshman's). Daya Bhaga. Hutton, 2nd vol. (Mahrattree). Jotih Vidya. Siah Padarth.

(Signed) J. D. CUNNINGHAM,

Political Agent, Bhopal.

APPENDIX E.

EXAMINATION QUESTIONS.
QUESTIONS ON HISTORY.*Dehlie College.*

- 1 What project was contrived for the re-establishment of popery at the beginning of the reign of James I ?
- 2 Give an account of Sir Walter Raleigh, and of his behaviour at his execution ?
- 3 What produced an insurrection in Scotland at the beginning of Charles I. reign ?
- 4 Where did the armies of the king and parliament first meet, and what was the issue of the battle ?
- 5 Describe the particulars of the battle of Marston-Moor ?
- 6 Mention the succession, with dates, of the kings between James I. and George II ?
- 7 What was the nature of the Government during the Commonwealth ?
- 8 What circumstances produced a war with the Dutch during that period ?
- 9 Relate the successful enterprises of Admiral Blake ?
- 10 State the particulars of Monmouth's invasion ?
- 11 Mention the eminent persons of James II. reign.
- 12 By what means was the union effected between Scotland and England ; when did it occur ; and how was the measure received by either party ?
- 13 Under what circumstances did George I. ascend the throne ?
- 14 Relate the particulars of the rebellion of Scotland in this reign ?
- 15 State what you know of the South-sea scheme ?
- 16 Mention the origin and results of the American revolution ?

- 17 Name the celebrated persons of George III.'s reign.
- 18 What was the Regency, and by what debates was it preceded ?

QUESTIONS ON THE THIRD BOOK OF THE
PARADISE LOST.

Benares College.

- 1 State the argument of the third Book ?
- 2 What was Milton's idea of Limbo ?
- 3 " What wonder then, if fields and regions here
" Breathe forth *Elixir* pure, and rivers run
" *Potable* gold, when with one *virtuous* touch
" Th' *archchemic* sun, so far from us remote,
" Produces, with terrestrial *humour* mixed,
" Here in the dark so many precious things,
" Of color glorious, and effect so rare ?"

Explain the meaning of the above passage, and especially of the italicised words ?

- 4 " And oft, though wisdom wake, suspicion sleeps
" At wisdom's gate, and to simplicity
" Resigns her charge ; while goodness thinks no ill
" Where no ill seems."

Explain the above passage.

- 5 To what degree does Milton appear to have been acquainted with the true astronomical system ?

QUESTIONS ON THE MIDSUMMER NIGHT'S DREAM.

Agra College.

- 1 Where is the scene of this play laid ; and who are the chief characters in it ?
- 2 What trick does Oberon play to Titania ; and what is his object in so doing ?
- 3 " And the imperial votress passed on
" In maiden meditation, fancy free."

To whom did Shakespear allude in these lines; and what does he mean by the last two words?

- 4 What kind of spirit does Puck appear to have been as described in this play?
- 5 "But we are spirits of another sort;
 "I with the morning's love have oft made sport;
 "And, like a forester, the groves may tread,
 "E'en till the Eastern gate, all fiery red,
 "Opening on Neptune with fair bless'd beams,
 "Turns into yellow gold his salt-green streams."

What does Oberon mean to say in these lines? Do you remember any passage in Shakespear's Sonnets similar to the last three lines of the above?

QUESTIONS ON BACON'S ESSAYS.

Agra College.

- 1 "Ambition is like choler, which is a humour that maketh men active, earnest, full of alacrity, and stirring, if it be not stopped; but if it be stopped, and cannot have its way, it becometh a dust, and thereby *malign* and *venomous*."

Explain this illustration, and point out how it applies to an ambitious man?

- 2 "Therefore it is good for princes, if they use ambitious men, to handle it so as they be still progressive, and not retrograde; which, because it cannot be without inconvenience, it is good not to use such natures at all."

Explain the meaning of the above passage. Mention any part of it the expression of which may appear to you to be unusual or obsolete; also any part which is not strictly grammatical.

- 3 "Nature is often hidden, sometimes overcome, seldom extinguished. Force maketh nature more violent in the return; doctrine and discourse maketh nature less importune; but custom only doth alter and subdue nature."

Illustrate the above passage by the example of the passion of anger.

- 4 "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested."

Explain the above.

- 5 "Hi-stories make men wise; poets, witty; the mathematics, subtile; natural philosophy, deep; *moral, grave*; logic and rhetoric, able to contend."

Put the above into other words, explaining especially the underlined part?

- 6 "Men's behaviour should be like their apparel, *not too straight or point device*, but free for exercise or motion."

What is the meaning of the italicised words?

QUESTIONS ON HAMLET.

Agra College.

- 1 How is Hamlet's madness to be accounted for; and how is Ophelia's?

- 2 "These few precepts in thy memory
 "Look thou character. Give thy thoughts no tongue,
 "Nor any unproportioned thought his act;
 "Be thou familiar, but by no means vulgar—
 "The friends thou hast, and their adoption tried
 "Grapple them to thy soul with hooks of steel—
 "But do not dull thy palm with entertainment
 "Of each new hatch'd unfledg'd comrade; beware
 "Of entrance to a quarrel; but, being in,
 "Bear it that the opposer may beware of thee;
 "Give every man thine ear, but few thy voice;
 "Take each man's censure, but reserve thy judgment."

Express the substance of the above lines in common prose language, giving the exact sense of the original as closely as possible.

- 3 "What is man?
 "If his chief good, and *market* of his time,
 "Be but to sleep and feed? a beast, no more.
 "Sure He that made us with such large *discourse*,

" *Looking before and after*, gave us not
 " That capability and god-like reason
 " To *rust* in us unused. Now, whether it be
 " *Bestial oblivion*, or some *craven* scruple
 " Of thinking too precisely *on the event*—
 " A thought, which *quarter'd*, hath but one part wisdom
 " And ever three parts coward—I do not know
 " Why yet I live to say,—this thing's to do."

Give the meaning of the italicised words, and mention those which are obsolete or seldom used in the sense here attached to them.

State also the general purport of the last five lines.

- 4 *Ros.*—"Take you me for a sponge, my lord?"
Hamlet.—"Ay, Sir, that soaks up the king's countenance;
 " his rewards; his authorities; but such officers do the king
 " best service in the end; he keeps them, like an ape, in the
 " corner of his jaw; first mouthed, to be last swallowed.
 " When he needs what you have gleaned, it is but squeez-
 " ing you; and, sponge, you shall be dry again."

Explain these two similes which Hamlet applies to Rosen-
 crantz in this passage.

- 5 Mention what you consider to be the chief points in Ham-
 let's character, with the manner in which they shew them-
 selves in the play.

QUESTIONS ON NATURAL PHILOSOPHY.

Benares College.

- 1 What are the conditions necessary for the formation of very regular crystals?
- 2 Describe minutely the differences between the primitive and the secondary forms of crystals?
- 3 From what facts is the porosity of bodies inferred?
- 4 On what principle depends the mechanical advantage obtained by pulling a rope wound round either a system of moveable pulleys, or round a number of bodies of any kind that are to be lightly compressed by the rope?

- 5 What is the advantage gained by the use of one fixed pulley ?
- 6 Give a short account of the several lever powers ?
- 7 Give a short account of the animal levers ?
- 8 What can you tell about bent levers ?
- 9 Describe the action of compound levers.
- 10 How were the stones of the pyramids of Egypt raised into their places, according to Herodotus ?
- 11 What is the law of virtual velocities ? State it fully.
- 12 Enumerate and classify the mechanical powers.

QUESTIONS ON NATURAL PHILOSOPHY.

Delhie College.

MAGNETISM, OPTICS, ELECTRICITY AND GALVANISM.

- 1 What is the hypothesis regarding terrestrial magnetism ?
- 2 What are the laws of magnetic forces, and what are the properties of magnetic curves ?
- 3 How is the phenomenon of the mirage produced ?
- 4 Describe the construction of a microscope.
- 5 Explain the two hypotheses by which electrical phenomena are accounted for.
- 6 What is the chemical theory of galvanism ?

QUESTIONS ON SMITH'S MORAL SENTIMENTS.

Delhie College.

- 1 In what respect do those two systems differ which make sentiment the principle of appropriation ?
- 2 What is the doctrine of Epicurus regarding the nature of virtue ?
- 2 What is the criterion of good and evil according to Hobbes ?

QUESTIONS ON MARSHMAN'S GUIDE TO THE CIVIL REGULATIONS.

CHAPTERS I AND II.

Delhie College.

- 1 Under what circumstances can a party appeal as a pauper ?
- 2 Who are eligible to the office of Moonsiff ; and on what condition ?
- 3 Of what nature are the suits cognizable by Moonsiffs ?
- 4 Can an action of debt be brought in a Civil Court against a Military officer or soldier, and if so under what circumstances ?

ANSWERS.

ANSWERS IN HISTORY.

Dhurum Nuraen, (Delhie College.)

1. In the beginning of the reign of James I., some wicked persons, who had no shame, and were void of all the feelings of humanity, projected a scheme of blowing up the parliament, which was expected to meet in a short time, and in which the king and queen were thought to be present. By doing so the object of the conspirators was to ruin the royal line, and to raise to the throne such a person who would favor them and support their doctrines. The conspirators, 20 in number, hired all the vaults under the house in which the parliament used to meet, and stored a large quantity of gunpowder, with the view of blowing up the house. This conspiracy was kept very secret, though known to about 20 men. Whilst the fear of punishment, the reproaches of conscience, and the feelings of pity and remorse were insufficient to hinder the conspirators from their execrable deed, the fear of the loss of a friend proved successful in saving that august and venerable assembly, whose destruction was certain and inevitable. Percy, one of the conspirators wrote to Montague, one of his intimate friends, an anonymous letter intimating him of the danger in which parliament was then involved. He wrote, "that as God and man had conspired against the parliament, it was better for you not to be present in that assembly." This letter was taken to the king, who was the first person that discovered its mysterious meaning. He ordered the vaults under the house of parliament to be examined, and it was found upon examination that a person by name of Guy

Fawks was spreading gun-powder under the vaults, and was supplied with every thing that served his dark purpose. Thus the conspiracy, which was concealed for a long time, was discovered. Some of the conspirators found safety in flight; whilst others died fighting with each other; but the remaining, who were taken prisoners, were tried and executed.

2. Sir Walter Raleigh was a very learned person and consummate general. He was accused of having a hand in forming a conspiracy against the king. Though the charge brought against him was never proved, yet he was imprisoned, but afterwards was released to embark for an expedition of discovering gold mines in Guiana. The idea of discovering gold mines was suggested by the eminent person, but, failing in his enterprise, he returned home and was condemned and executed for his former guilt in conspiring against his sovereign. Whilst he was led to execution, he shewed a great composure of mind, and he met his death with a fortitude becoming a noble-hearted man.

3. Charles I. wished to introduce episcopacy into Scotland. He ordered the Liturgy to be read in all the churches of that country. This measure very much enraged the infuriated Scotch, who immediately raised an insurrection, and prepared themselves to oppose the illegal measures of the king.

4. The armies of parliament and king first of all met at Edgehill, and the battle raged with equal fury on both sides. None of the parties claimed success; they retired after an immense slaughter and bloodshed.

5. In the battle of Marston-Moor the royal forces were commanded by prince Rupert on the right wing, and king Charles himself commanded the body of reserve. The forces of parliament were commanded by Cromwell on the right wing, and by Fairfax and Skippon on the left. Prince Rupert attacked the left wing of the enemy with great violence, and Cromwell was victorious on that side where he fought. He attacked the royal forces at flank, and so humbled them that they were never able to recover from the blow.

6. I do not remember the exact dates alluded to in the question, but the order of succession runs thus—James I., Charles I., Cromwell, Richard Cromwell, Charles II., James II., William and Mary, Queen Anne, George I. and George II.

7. During the commonwealth, the government of England was in reality placed in the hands of one person, who with the aid of the army, was the sole ruler. Though Cromwell chose some persons to

represent parliament, but they were altogether unfit for their duty, being illiterate and ignorant. By choosing such persons Cromwell contrived to keep all the power in his own hands, and to do as he thought fit.

8. St. John, an English ambassador, being insulted by the Dutch, and Dr. Darislaus being murdered in their country, England declared war against the Dutch, and sent a large armament under admiral Blake to humble their pride. This illustrious person was successful in his undertaking, and returned home in honor and triumph.

9. Admiral Blake, whose name is made immortal on the page of history, was the first person who, after the Crusades, steered his fleet into the Mediterranean. He first of all came near Leghorn, and adjusted differences with the ruler of that place. Thence he sailed to Tunis, and compelled the Bey to come to terms with him. From this place he directed his course towards Gibraltar, where he was fortunate to meet a large cargo of enemy's ships, which he plundered, and returned home with an immense booty. He was a strict republican in his principles, and was accustomed to say, "we should serve our country, disregarding the person to whose care the government may fall."

10. Monmouth, the natural son of Charles II. resolved to hazard his life, and fight for the throne of his father. He was greatly assisted by the Scotch; but the English Army attacking the insurgents at Sedgemoor gave them a severe blow. The army of Monmouth being completely defeated found safety in flight; Monmouth himself with one of his followers who attended him from the continent took to his heels. His horse falling under him, he was obliged to exchange his clothes with that of a peasant; but his followers, with the aid of dogs traced him out closely, and found him concealed in a place where he thought no body could discover him. He was taken prisoner and brought before the king, who first induced him to own his guilt and give up all his claims to the crown of England, and then executed him without hearing his entreaties of being pardoned.

11. The eminent persons who lived during the reign of James II. were Monmouth, Argyle, Churchill, Lock, and several others whose names I do not remember.

12. Since the reign of James I, Scotland and England were held by the same sovereign, but their governments were distinct and separate. It was resolved in the beginning of the reign of queen Anne to unite the legislature of the two countries in one head, consequently a commission was appointed to frame the articles of union. This assembly, after much debate and discussion, prepared the terms of union, which generally tended to keep the equality of right between

the two nations. After the commission had delivered the terms of union, the subject was discussed in the parliament, and it passed the two houses with little opposition. The Scotch complained of the heavy taxes which they would be obliged to pay on account of the union, whilst the English affirmed that the union was advantageous only to the Scotch as they were the poor. But all these differences were compromised by the expectation of the ultimate good which would result from this prudent and wise measure.

13. George I. of England was the son of Ernest Augustus, first Elector of Brunswick, and Sophia, the great grand-daughter of James I. of England. After the death of the queen, the ministry invited him from Holland and raised him to the throne, as he was the nearest Protestant heir to the crown of England.

14. This rebellion I believe was raised in favor of the Pretender, but was soon crushed in the vigorous measures of the king.

15. The government of England being in want of money had contracted debts on several occasions from the English companies. The proprietors of the South Sea company proposed to government to buy up all its debts, in case the government would give them a certain rate of interest, which was lower than that which it paid to other companies. This proposal was readily assented to. The proprietors being unable to liquidate all the debts of government from their own coffers, gave it out that a scheme was made to trade to the South Seas, and those who would invest their money in this department of trade would surely get the greatest profit. The credulous populace being prompted by covetous motives, flocked every day in large numbers to the proprietors and invested their money, without thinking what they were about; but in a short time they were waked from their dream, and they knew that they were altogether deceived, and the thoughts of reaping large profits were consequently expelled from their minds. The proprietors were soon arrested and accused of fraud and dissimulation—some of them were severely punished.

16. The parliament of England thought it just to levy a tax from their colonies in America, and passed a law to that effect; whilst the colonies persisted in not paying the tax. They said as they were not represented in the parliament of England, why should they be made to pay a tax for the support of England? They said it was not the tax which they refused to pay, but it was the principle of taxation which they detested. The disputes between the colony and the mother country becoming every day wider, and wider they at last came to blows. The English forces were repeatedly defeated by the skill and bravery of Washington, the American General. Eng-

land was at last obliged to give up all its claim to its American colonies, which now enjoy liberty, and are independent of England.

17. The celebrated persons who flourished during the reign of George III. and some of whom still enjoy health and fill the highest places in the state, were Fox, Percival, Prince George, Mr. Pitt, and the Duke of Wellington.

18. George III. being attacked with insanity, and consequently unable to govern, prince George was appointed regent of the state. The design of the ministry at one time was to appoint no regent, but to carry on the business of the state themselves; but after a long spirited discussion, prince George was appointed regent.

PARADISE LOST.

THIRD BOOK.

Gobind Chunder Sandel, (Benares College.)

1. The third book of Milton's *Paradise Lost* opens with an address to sight, and his pathetic lamentation over his blindness. He then describes God sitting on a throne in heaven, and his Son sitting beside him on his right. God sees Satan coasting the walls of heaven, foretells to the Son of the success of the fiend in perverting mankind; clears himself from all imputations, as having created man free and rational, he could have withstood all temptations; and dooms Adam and his whole posterity to death and misery; but promises grace (since he was not the author of his own downfall, but was seduced by Satan) on condition that some one might offer himself as a sacrifice for his sin. Christ freely offers himself up to redeem him by his own death, at which God is much pleased, and bids the angels to adore him and sing his praises; the heavenly angels immediately take their harps, and in the sweetest symphonies praise first God and then his Son. In the meanwhile Satan alights on the bare convex of the outermost orb of the universe; he then reaches the stairs which were let down from the gates of heaven reaching the world, and sees into its interior; flies to the sun and sees Uriel, the regent of that star. To avoid suspicion, he changes himself into a "stripling cherub" and after saluting Uriel asks him about the habitation of man then newly created; and from his direction flies to the earth and lights first on the top of Nephates, a mountain supposed to be in Mesopotamia.

2. Milton imagined that such as were "vain, and on vain thoughts built their hopes;" and idiots, monks, embryos and the unfinished works of nature's hands, and such like, these flew up to this Limbo; or as some call it the Paradise of Fools.

3. There is nothing to be wondered at that the regions and fields of this globe (*i. e.* the sun) breath pure *ether*, and its rivers run liquid gold when we find that from such an immense distance the great chemic sun (the reason why Milton calls the sun the great chemic is this, that as the object of the ancient alchymists was to turn all baser metals into gold, so the sun does) with a single virtuous touch (*i. e.* touch which is full of virtue or quality) of his, mixed with the moisture of this earth produces so many valuable things (precious stones, &c.) of glorious color and of rare qualities.

4. And it very often happens that while wisdom (figuratively the master of the house) wakes, and suspicion (the porter of wisdom's gate) sleeps and gives his charge, (of watch) to unsuspecting simplicity (*i. e.* frankness) that the latter is deceived, since he did not think any one capable of doing ill in whom he did not suspect any.

The allegory simply means that a good man (however wise he may be) is often deceived by the person whom he least suspected to have done so, because his good and unsuspecting character did not suffer him to expect ill from a quarter where there appeared none.

5. It appears that Milton had been very imperfectly acquainted with the true astronomical system; he believed in the Ptolemaic system of astronomy, which was prevalent in the times in which he lived.

MIDSUMMER NIGHT'S DREAM.

Madho Ram, (Agra College.)

1. The scene of this play is laid at Athens, and a garden not far from it. The chief characters are Theseus, always distinguished for mercy, Lysander, Demetrius, Hermia and Helena—Oberon, Titania, and Puck and Bottom.

2. The queen of fairies Titania, had a boy stolen from the West of India, whom she loved too much and kept him in her service. Oberon, the king of fairies, asked for the boy, but being refused, he played a trick with her. He sent Puck, a fairy, to fetch a flower named by lovers "love in idleness" which being brought he poured its juice in Titania's eyes, and said whatsoever thing, whether beast or monster come before her, she may fall in love with it. At the same moment, Bottom and several other players were rehearsing the play, which was to be acted after the nuptial hour of Theseus and Hippolita, near the place where Titania was sleeping; so Puck having gone there, put an ass's head upon Bottom's, which, when his fellows saw, they fled away; Puck

took him before Titania, who being awake fell in love with the ass and loved him too much. Oberon now went to her and begged the boy, which being given him, he poured the juice of another kind of flowers, by which she came to her proper senses, and they both then went together from that place.

3. Shakespear alluded in these two lines to Queen Elizabeth ; and "fancy free" means free from love.

4. Puck was a spirit much in fashion amongst the people of that age, and appears to have been a domestic spirit, sometimes laughing at other people's harm and sometimes assisting them. Other poets have described his character the same as Shakespear. They say that in villages he used to drink the milk, and to work in mills, and then scatter the flour on the ground.

5. When Titania said to Oberon to go from there, because no spirit is allowed to remain any where on the surface of the earth in day time ; Oberon replies, that we are not such spirits but of a different nature and that I have often made sport with morning's love, and even like a forester, may tread the grove (in the morning ;) even, till the rise of sun, when Neptune (that is ocean) whose color is green, becomes yellow. By all this he means that the spirits of the kind of which he is can remain in day light.

BACON'S ESSAYS.

Luchmun Sing, (Agra College.)

1. Choler, which is a humour in the body, makes a man active, daring, full of pleasure, and stirring (opposite to idle), if it is not stopped. But if it is stopped, it becomes a poisonous humour, and is then injurious to the body.

In the same manner, if an ambitious man be allowed to gain the objects of his ambition, he will prove a very useful member of the community (as choler is to the body) ; but if he be checked in his ambitious designs, he becomes a malignant and melancholy man, and may be suspected of doing injuries to the state.

2. Therefore it is good for princes, if they use ambitious men, to handle it so as they be still progressive, and not retrograde ; which, because it cannot be without inconvenience, it is good not to use such natures at all."

The meanings of the passage are—

Therefore, if princes employ ambitious men in the offices of state, they should contrive it so that the ambitious men may always succeed in their designs, and never be disappointed ; but as this will cause many inconveniences, and will be injurious to the many, it is better that men of such natures and passions be not employed in such places at all.

“ To handle ” is an unusual way of expressing.

“ As they be still progressive and not retrograde ” is grammatically wrong, because “ progressive ” is an adjective and ‘ retrograde ’ a verb, both of which cannot be joined by the copulative conjunction, and the word “ natures ” is not used in this sense.

3. “ Nature is often hidden, sometimes overcome, seldom extinguished. Force maketh nature more violent in the return ; doctrine and discourse maketh nature less importune, but custom only doth alter and subdue nature.”

The passion of anger, which is natural to man, remains cool until it is provoked ; sometimes we can overcome, or govern our passions, but we can never extinguish or annihilate them.

We often see men, who have cause of anger, remain silent when forced to remain so, but just when they find opportunities, they revenge themselves on the forciers with a rage many times more violent than their angers at first ; doctrines and reasoning persuade a man to lessen his anger or make it less soliciting ; but custom (which is a second nature) entirely subdues anger.

Our anger is violently kindled at the insults of our inferiors, but never at those of superiors, because we are so much accustomed to it.

4. “ Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.” This is a simile from the several sorts of food. Some books should be read only here and there (like those things on the table which are to be tasted only ;) some should be read once, and that is enough, as soup and some other things that are swallowed at once ; those books that require a strict attention, should be studied more than once and with great attention, as some parts of the food are more chewed than others.

5. “ Histories make men wise ; poets, witty ; the mathematics, subtle ; natural philosophy, deep ; morals, grave ; logic and rhetoric, able to contend.”

By reading in histories the description of events and personages, we acquire a great knowledge of the manners, customs, and characters of the world, and by this means we increase the stock of our wisdom. By studying poets and their imaginations we sharpen our wits; the study of mathematics furnishes us with subtilty, or the ability in reasoning with cunning; by studying natural philosophy and contemplating the laws of nature and of God we make ourselves deep in thoughts.

The study of morals makes us grave, or pious, or far from sin; logic and rhetoric, which are the arts of speech and comprehension, make us able to bring forth arguments, and to contend well.

6. Man's behaviour or his conduct should not be too straight, that is too rough; or point device, that is, too much for shew than any thing else.

HAMLET.

Ram Chund, (Delhie College.)

1. The king of Denmark, Hamlet's uncle, having murdered his father and espoused his mother, became king of Denmark, and gave out that the father of Hamlet had died by the bite of a serpent. The ghost of Hamlet's father, however, appeared before him, and told him what had really happened, and instructed him to take revenge. In order to be revenged on his uncle in the safest way, Hamlet kept all his intentions and designs in the greatest secrecy possible. He assumed the character of a madman, in order that the present king may not entertain any suspicions regarding him. The cause of Ophelia's madness appears to be excessive grief which she felt at her father's death.

2. The substance of the lines quoted in the question may be expressed in prose as follows: "Remember these precepts. Do not reveal your thoughts, nor act according to a thought which is incorrect. Be familiar but by no means awkward and wanting in taste. Never leave such friends as you have tried, but do not shake hands with a stranger who has just been introduced to you. Never enter into a quarrel with any body, but when you have done so don't shrink from it, that your opponent may be brought to his senses. Hear every body, but do not speak to every one. Take the opinion of others, but act according to your own judgment."

4. *Market* means profit; *discourse*, intellect or a capacity of understanding things; *looking before and after* means seeing the future.

and the past ; *craven* means timid ; *quartered* means not availed of immediately, but left to be sifted by reason and foresight ; *rust* means to become rotten, that is, to become useless for practice ; *bestial oblivion* means the oblivion which beasts have who forget every thing almost as soon as it has occurred.

The purport of the five lines quoted in the question, expressed in prose is as follows :—

Man is nothing more than a beast, if the chief business of his life be nothing more than to eat and sleep. Surely God has not given us reason and understanding merely to be idle, and not to be put to any use. I do not know whether it is apathy that belongs to brutes or some timid scruples with regard to what may happen in the end ; scruples which spoil every good scheme, that prevents me from putting my designs of revenge into execution. The word *rust* appears to be obsolete, and the words *market*, *discourse*, *craven*, *quartered*, though used at the present day, bear such meaning in the lines quoted above as is not attached to them now.

4. Hamlet first compares *Rosencrantz* to a sponge, for as sponge absorbs liquids, so *Rosencrantz* monopolized the king's favor, and all offices of emolument, profit and power. He then appears to compare *Rosencrantz* to a piece of bread, which a monkey first mouths and then swallows. In this passage the king is compared to a monkey who first confers favors on his ministers, and then, in time of need, he squeezes them, that is, takes back from them what he had given them before.

5. The character of Hamlet depicted in the play is that of a man bent on taking revenge for the injuries which he has suffered. Before he knew the true cause of his father's death, he was open, cheerful, but when he had learned the true cause of his father from his ghost, he became dejected and loath to pleasures. Henceforth profound dissimulation was the leading feature in his character, till he gained his object.

NATURAL PHILOSOPHY.

Diresbur Biswas, (Benares College).

1. There are four conditions necessary for the formation of regular crystals.

1stly. That the substance to be crystalized should be reduced into fine powder or atoms.

2ndly. That these atoms are to be held in solution with the water for some time.

3rdly. While the process of crystalization is going on, they are not to be intermeddled nor exposed to the open air.

Lastly. That the vessel or the water is not to contain any thing to disturb the process.

2. The secondary form of crystals admits of being cleft in certain directions which are called the planes of cleavage; and if a crystal of the secondary form be cleft, we find another differing from the former in its geometrical form; and if we continue on so cleaving, we at last find a nucleus which, if cleft, becomes small in size, and forms what is called the primitive form of the crystals.

3. The porosity of bodies is inferred from the fact that bodies admit compressibility.

4. The principle on which the advantages of pulley powers depends, is the equal tention of the cord which equally divide the weight between the *two* intervening points of the whole length.

5. The fixed pulley possesses no mechanical advantage, for the wheel is merely a lever with equal arms, and therefore the cord which passes over these arms gains no advantage. For raising a pound weight from the ground at the one end of the cord, the power of one pound must be exerted at the other.

6. There are three kinds of levers, and each of them has its own especial advantages, and is peculiarly adapted to certain situations and purposes. In the first kind of lever the fulcrum is disposed between the power and the weight; in the second kind the weight is disposed between the power and the fulcrum; in the third kind the power is disposed between the weight and the fulcrum. The first kind of lever are very favorable to equilibrium; the common balance of the steel yard and the crow bars are familiar instances of this kind of lever. The second kind of lever is always favorable for overcoming resistance. The sedan chair and the nut cracker are the familiar instances of this kind. The third kind of lever is obviously favorable to rapid and extensive movements. When several levers of the simple kinds are connected together, and are made to operate one upon the other, the machine so formed is called a compound lever, and a bent lever is that when the bar is bent.

7. The chief animal lever is the spinal or vertebral column, when we regard its motions as a whole represents a lever of the 3rd

kind of which the fulcrum is in the articulation of the last bone of the column with the sacrum or the hip joint. The power being in the muscles which are inserted into the vertebral column along its course, and the resistance in the weight of the head, neck and trunk.

8. The bent lever is a bent bar of iron or wood moveable on a fulcrum, and acting on the same principles as the straight levers. In calculating the mechanical advantages of bent levers, the chief matter for consideration is obliquity in the direction of the applied power and weight, which diminishes the mechanical advantage. Whatever be the form of the lever, the mechanical advantage of the power or the weight is always represented by a line drawn from the fulcrum at right angles to the direction in which the forces are respectively exerted.

9. Suppose a compound lever to consist of three levers, and let the long arms be six inches each, and the short ones two inches, then one pound of power will balance 27 pounds of weight, or if it be ounce, then one ounce of power will balance 27 ounces of weight. The desired object of the machine is for a small force or power to move or balance a large weight.

10. According to Herodotus, a Greek historian, who writes of Egypt, the stones of the pyramids of Egypt were raised to their places as follows. A beam of wood fixed by a joint or axle on an upright frame, which was the fulcrum. The longer arm of this lever was several times the length of the shorter arm. To lift each block, it was necessary to employ two of these levers with ropes attached, one lever at each end of the block, and a number of men were employed to pull the ropes. After the block was raised one step up on the exterior of the pyramid the levers were lifted another step, and thus the block was raised to the required place. In this clumsy and tedious manner were the pyramids of Egypt erected.

11. The law of vertical velocities is from its general application the golden rule of mechanics.

This law or rule is that a small weight descending a long way in a given space of time is equal in effect to a great weight descending a proportionably shorter way in the same length of time. In other words what is gained in velocity or time is lost in expenditure of power. Another way of stating this important law, is as follows: In the case of equilibrium, if a motion be given to the mechanical power then the power multiplied by the space through which it moves in a vertical direction, will be equal to the weight multiplied by the space through which it moves in a vertical direction.

12. The primary mechanical powers are :—

1st—The lever.

2nd—The pulley or cord.

3rd—The inclined plane,

and from two of them, the lever and inclined plane, other three are formed which are called the secondary mechanical powers.

1st—Wheel and axle from the lever.

2nd—Wedge from the inclined plane.

3rd—Screw.

These six altogether form the elements of every species of machinery, however complex.

NATURAL PHILOSOPHY.

Ram Chund, (Dahlie College.)

1. The hypothesis concerning terrestrial magnetism is, that a large magnet is placed within the body of the earth nearly coinciding with its axis. This hypothesis explains generally the cause of the dip of the magnetic needle, whose north and south ends are severally repelled and attracted by the north and south extremities of this great magnet. This hypothesis is however, not adapted to every phenomenon of the magnetic needle. In order to explain the periodical changes in the variation of the magnetic needle a new hypothesis was made which was, that the poles or extremities of the terrestrial magnet above-mentioned revolve round the poles of the earth; and thus by their attraction and repulsion for the two extremities of the needle changing the degree and direction of its variation. But this hypothesis was not fully established.

2. The laws of the magnetic forces are these: if there be two magnets and one of them be brought near to the other it will be found that under certain circumstances they will attract and in others repel each other. If one end of a magnet be brought close to a magnetic needle, it will attract the needle, and if the other end be brought close to the same it will repel it. The two extremities of a magnet are called the north and south poles, the end of the magnetic needle for

instance, which points to the north is called the north pole, and the other the south pole. Now it is established by experiment that similar poles of two magnets repel each other and dissimilar ones attract each other. When a magnet is brought close to a magnetic needle the two poles of the former affect, according to the above-mentioned law, the two poles of the needle, and by resolving the forces of the magnet into their components, we can find the position of equilibrium of the magnetic needle.

The chief property of magnetic curves is this, if from any point of a magnetic curve two straight lines be drawn to the ends of the magnet, which is called the axis of the curve, the angles which these straight lines make with the axis on the same side will be such, that the difference of their cosines will be a constant quantity.

3. The phenomena of the mirage is explained by the unequal refractions of rays through strata of air of unequal densities. In sandy deserts where the lower strata are more heated than the upper ones, rays proceeding from any object traverse these strata of different densities in curve lines instead of straight lines, and when these rays enter the eyes of any spectator, the objects from which they proceed are of course seen in the direction of tangents to these curves, and hence they are seen elevated above their actual situation.

This cause of the phenomena of the mirage is beautifully established by experiment. Take a glass full of water, hold any heated metal plate close to the surface of the water, and by this means a portion of heat will be communicated to the lower strata of the water in the glass; now let the upper surface of the water cool, and by this means we bring the water in the same state as the atmosphere on heated sandy deserts: now if we look at any object through this water that object will appear a little elevated above its real position.

4. Microscope is an instrument which magnifies the size of small objects, and thus makes them visible to us. The nearer the object is to our eyes the greater is the angle of vision and the greater it appears to us. But there is a certain distance from the eye at which the objects can be brought and seen, and if it be brought nearer, it will cease to be fully visible. The reason of this is that when the object is brought to a distance less than six inches from the eye, the rays proceeding from it do not converge to a *focus* on the retina, and therefore only a feint image is formed on the retina. In order to avoid this inconvenience we have only to make the rays parallel or nearly so before they fall upon the chrySTALLINE lens, for by this means they will be refracted to a *focus* on the retina. This can be effected by placing a double convex lens in such a manner that its *focus* may coincide with the object to be magnified, for the rays proceeding from the

focus of double convex lens are refracted parallel through it: now if we place the object at a distance of one tenth of an inch from the eye, it will be magnified 60 times. This is called a single microscope. If we employ more than one lens, the instrument is called a compound microscope, which possesses still higher magnifying power.

5. The two hypotheses of electrical phenomena are, 1st, of two different fluids called the vitreous and resinous electricities, and 2nd of one fluid; according to the first hypothesis it is supposed that these two fluids attract each other, but any one of them repels the same; that in all excitable bodies these two fluids exist in equilibrium, and that this equilibrium is disturbed by excitation. According to the theory of one fluid, or the theory of Franklin the philosopher, it is supposed that the particles of the electric fluid repel one another: that the fluid is attracted by the unsaturated matter, or matter without the fluid, and unsaturated matter repels unsaturated matter. According to this theory, a body is said to be in a neutral state when every particle of the fluid in the body repels another particle of the same fluid with the same power with which this latter particle is attracted by the matter in the body. Matter which contains less fluid than it ought to contain in a neutral state, is said to contain negative electricity, and the matter which contains a greater quantity of the fluid is said to contain positive electricity.

6. The chemical theory of galvanism may thus be stated. When a fluid is interposed between two solids, the chemical action of the fluid on the two solids disturbs the neutral states of the two bodies, and thus develops electricity, which is in this case called galvanism.

If a plate of copper and another of zinc be immersed in a solution of sulphuric acid, the chemical action of the fluid will disturb the electric equilibrium of the two plates, that is, one of them will be negatively electrified, and the other positively electrified. If communication be made by a wire between the copper and zinc plates, there will be found what is called a galvanic circle.

SMITH'S MORAL SENTIMENTS.

Motée Lall, (Dehlie College.)

1. The difference between the two systems which make sentiment the principle of approbation is, that according to one that sentiment is a peculiar operation of the mind, distinct and separate from every other; but according to the other system there is no need of such difference, and those sentiments which are called into action in all our affections are indiscriminately made to account for the principle of approbation.

2. Epicurus makes virtue consist in the proper management of our selfish affections, and seeking to augment our own interests without any regard whatever to those of others. According to him therefore virtue consists in nothing but prudence. Bodily pleasure and pain are according to him the sole ultimate objects of natural desire and aversion.

The virtues of fortitude, temperance, justice, (for instance) he traces to this sole origin.

According to him, temperance is nothing but prudence, with regard to the enjoyment of pleasure.

We avoid a pleasure to avoid some greater pain which may follow it; or not to forfeit a greater pleasure which may perhaps be obtained by avoiding the present. In the same manner the virtue of fortitude is nothing except prudence in enduring the circumstances which may befall us. We labor in order to avoid the shame of poverty and the contempt of the people; and encounter dangers in order to acquire honor and reputation, the accessory sources of our pleasure. The virtue of justice is, in like manner, nothing more than prudence with regard to our neighbour's property. It is a matter of pure indifference (said Epicurus) if your property be with you or me; but I must not meddle with your property, only because by doing so I will expose myself to the contempt and bad opinions of the people, the certain sources of my inconvenience and pain.

3. Mr. Hobbes makes "reason" the standard by which we judge between good and evil.

We judge (he says) between good and evil by reason in the same manner as between truth and falsehood.

LAW.

Motee Lall, (Dehlie College.)

1. If upon enquiry the appellate court be of opinion that the appellant is unable to pay for the stamp paper of required value, the appellant may be allowed to appeal in *formâ pauperis*, but the appellant is not exempt from the payment due to his vakeel.

2. The offices of moonsiffs are open to all people of India and every British-born subject or any other person, no person being ineligible to it by reason of place of birth or descent.

Any person before obtaining the office of moonsiff is first to be examined, and will only be capable of getting the office in case he

obtains a diploma from the Committee by which he has been so examined.

If any person, however, whom the Judge may have recommended for a Moonsiffship, and who may have obtained no such diploma be thus appointed to a Moonsiffship, he is to be examined at the next half yearly examination, and should he fail to obtain a diploma he will forfeit his appointment, and he can never afterwards get a Moonsiffship unless he receive a diploma.

3. Moonsiffs can try suits of a civil nature. They can try suits of lakhiraj lands and of debts not exceeding in original amount Rs. 300. Any suit sued against a Collector by a farmer or proprietor for the recovery of money which the Collector may have brought into his own use is cognizable by Moonsiffs.

4. All military officers whether European Convenanted officers or European soldiers, can be sued against in a Civil Court in case the amount of debt exceed Rs. 400.

All native military officers or soldiers can be sued against in a Civil Court in case the amount for which they are charged exceed Rs. 200. Otherwise such suits are to be tried in the Military Court.

ESSAY.

Ram Chunder, (Delhie College.)

On the moral influence which railroads are likely to exercise over upper India.

An easy, safe and rapid communication between a civilized and uncivilized country has a considerable tendency to ameliorate the morals, refine the taste and manners of the inhabitants of the latter; for the removal of prejudices and false opinions and a facility for acquiring real and solid truths lay the foundation of all good morals.

Now prejudices can be removed, and real truths acquired by associating with those who are advanced in morals and civilization; and hence we see that whatever contributes to an easy communication with a civilized nation promotes the amelioration of morals and advancement of civilization. The state of society in Bengal, and in some measure in the two other presidencies, has greatly improved since the introduction of British rule accompanied by European civilization in those parts of Hindoostan. Those Bengalees, Madrassees, and people of Bombay who, compared with the nearer subjects of the Mogul emperors, were ignorant barbarians, are now arrived at a

point of civilization and refinement, from which they are justly entitled to look down with pity, though not with contempt, upon their brethren, the people of upper India. The reason why one part of India has advanced in civilization while the other continues nearly in the same state in which it was under the Mogul emperors is, that no easy, cheap and rapid communication exists between the different portions of this vast continent.

For want of such a communication ; whatever changes and improvements are effected in the opinions and conditions of the people of Bengal, are hardly known and understood by the people of upper India.

Now the establishment of railroads evidently affords the easiest, the cheapest, and the most rapid communication between the city of palaces, and the great cities of northern Hindoostan. By means of railroads the different cities of India may be, as it were, concentrated into one point, and thus the civilization of Bengal may be most easily imparted to the vain but ignorant Hindoostanees.

At the present day when there are no railroads, very few of the natives of upper India have sufficient means to go to Calcutta, and to mix with those enlightened Baboos and Englishmen who generally inhabit that metropolis.

Reading of good books has, it is true, a great influence in enlarging our ideas, refining our tastes and manners, and removing one's prejudices ; but the actual witnessing of enlightened societies and mixing with them, produces the most vivid unobliterable impressions of what is but faintly delineated in those books.

The natives of upper India, learn, through Newspapers, that such and such societies are formed in Calcutta, and that such and such are their objects ; but they do not enter into the feelings of those persons of whom these societies are composed. The formation of these societies is quite foreign to them. They wonder how a few people, at the sacrifice of their private enjoyments, can engage in undertakings which, in their opinion, do not in the least concern them. Patriotism, national independance, freedom, liberty, and the like are so many unintelligible terms to most of the natives of upper India. Such is the limited range of their thoughts and ideas, that they cannot conceive how a man in his senses can engage in the mere advancement of public good. Besides this, their prejudices and strange notions regarding the Almighty are nothing but the effects of superstition and ignorance, and may be most easily removed if a mutual interchange of ideas and opinions can take place between them and their enlightened brothers of Bengal ; and this, as we have remarked above, can be effected by means of railroads.

APPENDIX F.

Abstract of the District Reports on Indigenous Schools.

During the period under review, reports and tabular statements

Paneeput, dated 16th June, 1846.
Cawnpoor, dated 29th July, 1846.
Etawah, dated 21st September, 1846.
Moradabad, dated 24th September, 1846.
Dehlie, dated 21st October, 1846.
Jounpoor, dated 21st November, 1846.
Azimgurh dated 29th November, 1846.
Agra, dated 30th April, 1847.

have been received from the districts noted in the margin. The information on the state of native education which they contain is given in as concise a form as was practicable in the following abstracts and the tables appended thereto.

Many of the particulars exhibited in the tables have not been taken from the reports, but have been obtained from the office of the Sudder Board of Revenue; other facts again have been deduced by means of calculation. The proportion for instance, of the numbers of male children of the School-going age has, to enable us to compare one district with another, been estimated, in the case of every district, at 1-12th of the total population; though in some of the reports a different proportion has been given.

Certain facts in popular education, such as the deplorable ignorance of Hindee teachers, the Mahomedans and Hindoo holidays granted in Schools, the modes of remuneration to teachers, &c, have been observed in all the districts, and may therefore be noticed separately at the end of all the abstracts, for the sake of brevity. The abstracts will each contain those facts which belong to each respective district.

PANIPUT.

The reports and returns on the state of native education in the pergunnahs of Soniput and Paniput have been prepared with much care by Mr. Ford, the Joint Magistrate, and Mr. Johnson the Deputy Collector respectively; and have been submitted by Mr. C. Gubbins the Collector, with a letter from himself containing the result of his own enquiries and observations.

The total number of Schools in this district was 105, and of these Persian was taught in 31; Arabic in 15; Hindee in 27; and Sanscrit in 32. There appeared to be no Schools in which both Hindee and Sanscrit were taught, and it is strange that the number of Sanscrit Schools was greater than that of Hindee.

Seven, nine, and five of these schools were situated in the towns of Paniput, Kurnaul and Sooniput respectively, and the remaining 10 in nine villages; all the teachers, excepting two of the Brahmin caste, were Mahomedans, and the number of scholars of the Kayeth caste, who in other districts attend Persian schools in almost as large numbers as Mahomedans, was unusually small. The knowledge imparted appeared to be similar in kind and equal in extent to that commonly afforded in other districts.

The number of these schools was 15, all of which excepting one were situated in the towns of Paniput, Sooniput, and Kurnaul. In one school there were so many as 80 scholars. The only instruction afforded was the mere reading of the Koran.

These schools, 27 in number, were for the most part situated in the country; no more than 8 having been found in the three principal towns. The number of the teachers was 28, and of them 16 were Brahmins, 9 Jogees, 2 Swamees, and 1 a Mussalman. Commercial accounts were taught in 20 schools; agricultural in 2; and both in 5. From these last facts it would appear that the people in the villages in which these schools were found were chiefly engaged in trade; and this inference seems to receive confirmation from the fact, that so many as 220 out of 309 scholars were of the Bunya caste. A great majority of the scholars of miscellaneous castes were Jâts; yet their number is insignificant in comparison with the Jât population, which shows that this tribe is very indifferent to improvement. The few Jâts that can read are, as Mr. Ford observes, in the families of the headmen.

Of these schools, 5, 2, and 1 were found respectively in the towns of Kurnaul, Paniput, and Sooniput; the remaining number 24 were situated in the country. The number of the teachers was 37; all of whom were Brahmins, excepting two who belonged to the Bunya caste. In all the information, on Sanscrit schools which has been furnished to Government there is no instance parallel to this of two teachers of the Bunya caste imparting instruction in Sanscrit literature to Brahmin scholars.

Mr. Ford states that he had engaged a teacher from Dehlie and opened a school at Sooniput, which, at the time of investigation, contained 64 scholars, mostly Mahomedans. This success is very encouraging, but it probably indicates as much an anxiety in the people to gratify the tastes and wishes of those in authority as a desire to secure the advantage of instruction for their children.

With reference to Sanscrit teachers, Mr. Johnson observes that whenever two or more are mentioned as conducting one school, it is not to be supposed that they are simultaneously engaged in teaching, but rather that the occupation is considered hereditary in the family; and that consequently when the teacher himself is unavoidably compelled to absent himself from school, some competent relation of his officiates for him. Mr. Johnson states that the above observation applies equally to the Mahomedan teachers of religion.

Eight of the Arabic scholars were girls, all under 10 years of age. From a remark in Mr. Johnson's letter, female and domestic instruction seem to be carried on to a considerable extent in this district; he estimates the proportion of school-taught male children to the total population at 1·8 per cent; and thinks it might be doubled to include girls under instruction and boys who are taught at home.

Mr. Johnson also notices the existence of *temporary schools for Hindee similar to those which Mr. Muir has described in his report on Futehpoor; but the schools which are the subject of his report are represented as of comparative permanence.

CAWNPOOR.

The voluminous report and statements exhibiting the state of native education in this district have been submitted by Mr. Montgomery, the Collector.

The number of schools was 533, exclusive of the free school and 6 schools supported by missionaries. Of the former number 179 were for instruction in Persian, 16 for Arabic, 280 for Hindee, and 58 for Sanscrit.

In the city alone there were 58 Persian schools, and in the pergunnahs bordering on the Ganges the schools of this class were more numerous than on the banks of the Jumna, where the population is described as being principally Hindoo. Many of the teachers are said not to give themselves up wholly to the business of instruction, but to support themselves partly by means of various other employments, such as keeping retail shops, transcribing books, &c. Of the teachers 168 were Mahomedans and 26 Kayeths; the name and caste of one teacher were not found in the tabular statement. The course of instruction, as detailed in paragraph 11 of Mr. Montgomery's letter is very extensive;

* From Mr. Johnson's report and remarks, it is clear that none of these temporary schools have gained a place in his returns: this is doubtless the cause that Hindee schools appear so few in his statements.

but it appears to show rather the variety of works out of which students select those which they mean to study, than the extent of their readings. The majority of scholars probably do not go through one-fourth of that course; and the most diligent can scarcely have time to go through the whole.

Of these schools, 30 were situated in the city and cantonments. The pergunnahs in which Persian schools are most numerous, viz., those on the banks of the Ganges are shewn in the table to have also the largest number of Hindee schools, and in the other pergunnahs they are pretty equally distributed. Of the teachers, 219 are stated in the tables to be Kayeths, 18 Brahmins, 3 Mussalmans, 1 Rajpoot, 1 Bunya, 1 Chundal, 1 Kulár, 1 Kooré; and the castes of 5 are not mentioned. The course of instruction is described as being of two kinds; one for zemindars and putwarrees, and the other for Mahajuns and Buuyas. The arithmetical tables and the simple processes of arithmetic are the foundation of both courses; but after the scholar has mastered these, he learns mensuration and village accounts or the forms of *hoondees*, *treps*, &c. the rules for calculating interest and discount, and book-keeping, according as he belongs to the former or the latter class. The large number of Kayeth teachers, and the very small number, 130, of scholars of the same caste are striking facts. The children of zemindars are represented as being very ignorant: many do not learn at all, and those that do, learn for only a few months in the year when not employed in agriculture.

Only 42 boys learned Arabic in 16 schools, 13 of which were situated in the city and cantonments. The scholars were all Mahomedans. The instruction imparted was not confined to the mere reading of the Koran, but embraced works chiefly on grammar. The Koran and the elementary works on grammar were read in some of the Persian schools also.

The number of these schools was 58, and of scholars 409. Eighteen of the former were situated in the pergunnah of Bithoor, (which contained a large number of Persian and Hindee schools also) and of these 13 were in the town of the same name. The number of schools of this class in the other pergunnahs, that of Sheorajpooor excepted, which had no Sanscrit school whatever, varied from 1 to 9. The schools are said to be for the instruction of Mahratta children, whose parents are either the Peishwa's servants or reside in his jagheer. The Peishwa makes annual presents to the teachers, and 4 of them receive fixed pay. The course of study embraced Grammar, Lexicology, Astronomy, Vedanta, Logic, Dharma Shastra, and the Poorans. One of the pundits in pergunnah Bithoor is held in great estimation.

He has disciples in the surrounding districts also, from whom he receives support; and his annual receipts are said to amount to several thousand rupees. Of the 57 teachers in the appended table C, who instructed gratuitously, 52 were Sanscrit, 54 Brahmins, 2 Gosynes, and 1 a Kayeth.

There were 7 schools of this description, and they contained 345 scholars, of whom 49 in the Female Orphan Asylum and 17 in the Government school were native Christian girls. Three of these schools were for instruction in English, 1 for Persian and 3 for Hindee. The English school, towards which the Government contributes Rs. 400 a month, contained 29 Christian boys and girls, and 164 Mahomedans and Hindoos. In the Missionary schools under the Rev. W. H. Perkins instruction was imparted in plain and fancy needle work, knitting, &c. to girls; and in English, Urdu, Hindee, and the principles of Christianity to both sexes.

Mr. Montgomery considers Sanscrit and Arabic schools the most permanent, and Persian schools more so than Hindee. Persian scholars, he observes, are more regular in their attendance, and when once they leave school seldom return again; whereas Hindoo scholars go and come, as "they commonly belong to the agricultural classes, and the cultivating and harvest season generally disperses them, as it does the masters who often are themselves cultivators."

The sum of money expended annually by the people in education is calculated at Rs. 26,115, which gives an average of nearly Rs. 49 to each school. The wages of teachers seemed to vary generally between Rs. 3 and Rs. 7 per mensem; there being

53 teachers who received not more than Rs. 2 per mensem.

355 teachers who got between Rs. 3 and 7 per month.

42 ditto ditto, 7 and 15 ditto.

6 ditto ditto, 15 and 30 ditto.

The Government school books appeared to be received with willingness by the people; and the hope is expressed that when they would be more extensively known they would be eagerly sought; applications for 150 books had been received by Mr. Montgomery.

ETAWAH.

Mr. Alexander has furnished the report on this district, from which the following particulars have been gathered, besides those inserted in the appended tables.

The total number of schools in the district was 105; and they were divided into Hindee, Sanscrit, Persian and Arabic schools.

These were found in 5 out of 7 pergunnahs, into which the district is divided. Four schools were situated in the town of Etawah; and six in three villages: the remaining 30 were scattered over as many villages. Of the teachers 33 were Kayeths, 3 Brahmins, 1 a Rajpoot and 3 of miscellaneous castes. Kayeth teachers appear to be most numerous in this part of the country; almost all the Hindee teachers in the Cawnpore district are of this caste; and Mr. Fink also remarks in his report for the past year, that the teachers in Pinahut (which borders on Etawah) are mostly Kayeths. The highest rate of remuneration was found to be in pergunnah Etawah, and the lowest in Phuppoond being on an average 5, 14, 8, and 1, 12, 3 respectively.

These were 13 in number, and of them 4 were situated in Etawah, 2 in Oryah, and the remainder 7 in as many villages: of the teachers 9 were Bruhmias, and 4 Nao Pandeyas, who also are a section of the Brahminical caste. One teacher derived support from his maaffee land; and all depended chiefly for support upon their occupations as priests, physicians, or soothsayers. Mr. Alexander is of opinion that the circumstance of these teachers having other sources of gain than their schools renders these schools more permanent than Hindoo schools.

Of these Schools the town of Etawah had 18, and Phuppoond 7, two villages had two each, and the remaining 19 were found in 19 villages. All the teachers excepting 3 of the Kayeth caste were Mahomedans. The highest rate of remuneration was in pergunnah Dehlie Jakhun, where were two teachers whose aggregate monthly income was 20 rupees. Mr. Alexander states that when the teacher has occasion to absent himself from school, he entrusts his school to the care of one of his senior and most advanced boys, who officiates for him, and is distinguished by the title of khalifa. The teachers are thus classified in the reports, with reference to their periods of incumbency.

From 20 to 30 years, 3 teachers.

„ 11 to 14 years, 3 teachers.

„ 4 to 8 years, 7 teachers.

„ 1 to 4 years, ... 20 teachers.

„ 6 months to 1 year, 11 teachers.

For 6 months or less, ... 4 teachers.

In these 4 schools, only the reading of the Koran was taught. The teachers and scholars were of course, all Schools. Mahomedans, and the former represented as very ignorant, bigoted and arrogant. The design of this course of instruction is to fit men for the duties of priests.

Mr. Alexander closes his report with a notice of several facts affecting the progress of education. The most ridiculous reports had been spread, evidently by interested persons, with a view to deter the people from accepting the means of improvement which were being placed within their reach. The ignorance of the putwarrees, even on their own duties, had been observed by Mr. Alexander, and measures had been taken for their improvement. Mr. Alexander, observing also the demoralizing tendency of the prevailing system of instruction, had made efforts to open an English school in Etawah, and had succeeded in obtaining a promise from the people of subscriptions to the amount of 100 rupees a month; but the reports alluded to had just at that time caused such a panic that he was forced to abandon the project. He, however, hoped to be able to carry it into effect soon, as the people appeared to be recovering from the alarm into which those absurd reports had thrown them.

MORADABAD.

The report and returns on the state of native education in this district have been furnished by Mr. J. C. Wilson, the Collector. But he states that he cannot vouch for the correctness of any of them, excepting that for the city of Moradabad, because when the enquiries, of which they exhibit the results, were instituted, the school masters did not rightly apprehend their object, and therefore avoided giving any information that they thought likely to injure their interests. Mr. Wilson, however, on being informed of these misapprehensions, assembled the schoolmasters of the city, and explained to them the true motives of Government.

In addition to the facts which have been included in the appended tables, the following have been gathered from the returns.

The city of Moradabad contained 64 Persian and 6 Hindee schools, Qusbah Umroha 45 Persian, and 5 Hindee schools. Two villages had 13 schools each; two more 11 each; three villages 5, 6 and 7 respectively; five more 4 schools each; seven 3 each; thirteen 2 each, and seventy-eight 1 each; thus making a total of 110 villages in the district containing schools.

It has already been stated that the cities of Moradabad and Umroha respectively contained 64 and 45 schools of this Persian School. class. Of the remaining number 139, one village had 9 schools; two 8 each; one 6; two 4 each; five 3 each; four-

teen 2 each; and fifty-seven 1 each; making a total of eighty-two villages, in which there were Persian schools. Of the teachers 230 were Mussalmans, 9 Kayeths, 2 Brahmins, and 1 a Bunya, the castes of six teachers were not stated in the returns. In one school, Arabic and English were taught, and in nine the Koran was read; in twenty-four the elementary Persian books, such as the Karima and Mahmudnama, were committed to memory, and in 214, the more difficult Persian books were read and explained.

Eleven of these schools were situated in the cities of Moradabad and Umroha; the remaining 70 were distributed amongst 42 villages, thirty of which had 1 school each; seven 2 each; two 5 each; and 3 villages 3, 6, and 7 schools respectively. Of the teachers 57 were Brahmins, 11 Kayeths, 1 a Mussalman, and 1 a Bunya; the castes of the remaining 11 were not stated. In 3 schools pure Sanscrit was taught; in 20 both Sanscrit and Hinddee; and in 58, only Hinddee; arithmetic with or without book-keeping and writing.

The period of pupilage in either of these classes of schools could not be calculated from want of the necessary date.

From the tabular statements in paras. 6 and 7 of Mr. Wilson's letter it appears, 1st, that the pergunnahs of Moradabad and Umroha contain the largest population, the highest proportion of Mussalmans, the greatest number of scholars, but the smallest percentage of males under 15 years of age; 2nd, that in pergunnahs Billaree and Sumbhul, which yield the highest jumma, the percentage of educated to uneducated children is lower than in every other pergunnah, excepting one, the smallest pergunnah in the district; 3rd, that in Dillaree which has nearly the smallest population, and is smallest in extent, the proportion of male children under 15 years to the population is the highest, being as 42,100.

Nearly all the Government school books which had been sent to Mr. Wilson had been sold when he wrote his report.

DEHLIE.

The interesting report on this district has been prepared by Mr. A. Roberts, the Collector.

Out of 321 schools, 279 are situated in the city itself, 8 in the suburbs, and only 34 out in the country. Two villages have 5 schools each, two more 4 and 3 respectively, two more 2 each, and seventeen villages 1 each.

A comparison is next made between the state of native education in 1826, of which Mr. Roberts found a statement in the records of his office, and that in 1846. It appears that there were 42 Hindoo and

105 Persian schools, containing 688 and 918 scholars respectively in the whole district in the former year, and that in the latter year, the number of Hindee and Persian schools had risen to 53 and 268, and that of scholars to 858 and 1,872 respectively; which shows an increase within the intervening period of twenty years of 11 and 230 Hindu schools and scholars, and of 163 and 854 Persian schools and scholars. Mr. Roberts professes himself unable to state whether this progress in education can be entirely attributed to increase of population; that is, whether the former has taken place only in the ratio of the latter. His calculations however, lead to the conclusion that education has progressed more rapidly than population. The increase of population in the United Kingdom from 1821 to 1831 was, he says, at the rate of 15 per cent., and that during the next ten years $11\frac{1}{2}$. Assuming then the increase in the population of the city of Dehlie, which contains the vast majority of the schools, at 20 per cent. within the last 20 years, he calculates that as there are now 20,620 boys under 12 years of age in the city, there must have been 16,300 in 1826. But in 1826 there were 1,289 boys or about 8 per cent. under instruction; if then the number of scholars has increased in the same ratio as the population, the number of boys under instruction in 1846 ought to be to 20,620 as 8—100 or about 1,650, but it is found to be 2445 or about $11\frac{1}{2}$ per cent. Mr. Roberts thinks it probable that in 1826 the enquiry into the number of schools was not so strictly and accurately made as in 1846, and therefore raises the percentage of instructed to uninstructed children in that year to 8 $\frac{1}{2}$. He next makes a similar estimate of the amount of instruction afforded in the Mofussil, and comes to the conclusion that the proportion of scholars to the population under 20 years of age cannot be more than four per cent. In both these estimates, however, he has forgotten to deduct children too young for instruction.

The proportion of Persian to Hindee schools was 5: 1, which considering that the Hindee population of the city is greater than the Mussalman, is remarkable. Amongst the scholars of miscellaneous castes Aheers, Sonars and Nujjars were the most numerous.

Of these schools, 242 were situated in the city, and only 26 outside. Of the teachers, 256 were Mussalman, 8 Persian Schools, Kayeths, 2 Brahmins, 2 Khatrees and one a Bupaya, and these had been employed in their respective schools.

Average.

For 20 years and upwards, 24 teachers 27 years 10 months 15 days.				
From 10 to 20 years,	37	"	12	" 0 29 "
From 5 to 10 years,	38	"	6	" 4 5 "
From 1 to 5 years, ...	107	"	2	" 2 0 "
For less than 1 year,	62	"	0	" 3 15 "

In 160 schools only Mahomedans were taught; in 65 only Hindoos, and in 43 both classes. In 90 schools only the Koran was read; in 9 Arabic was studied, in 28, the elementary Persian books were learnt by rote; in 98 the Gulistan, Bostan and Madhoram were the only class books, and in 54 the more difficult works were studied. A little more than $\frac{1}{3}$ rd of the scholars were Hindoos; yet the Hindoo boys very nearly, if not quite, equalled the number of Mahomedans, who learn to qualify themselves for employment, about half, the total number being taught nothing more than to read the Koran.

Thirty-seven of these schools were situated within the city, and Hindoe schools. 16 outside; and in 48 only Hindoos, and in five both Hindoos and Mahomedans were taught. Instruction in Sanscrit was afforded in only one school. Of the teachers 52 were Brahmins, and one was a Kayeth, and these had been employed

Average period.

for 20 years and upwards,	14	teachers,	34	years,	11	months,	4	days,
from 10 to 20 years,	7	"	17	"	1	"	22	"
from 5 to 10 years,	2	"	7	"	0	"	0	"
from 1 to 5 years,	10	"	3	"	8	"	7	"
less than one year,	20	"	0	"	5	"	11	"

Whilst checking the census of the city in 1845, Mr. Roberts found six girls' schools.* They were all situated in one quarter of the town, were conducted by Punjabee women, and attended by the daughters of that class of people. These people, Mr. Roberts states are generally enterprising merchants, and some of them are exceedingly wealthy. The teachers and scholars were both of the Mahomedan sect; the former were from 30 to 80 years of age, and the latter from 3 to 25. The number of the latter was 46, and they merely learnt the Koran by rote. Two teachers received no pay; the wages of the other four varied from 8 annas to 6 rupees per month.

JOUNPOOR.

The tabular statement exhibiting the state of the Indigenous Schools in this district was sent by Mr. C. R. Tulloh, the Collector.

* It should be stated that they learn nothing but the formal reading of the Koran, which is often taught privately to girls in Mahomedan families. The peculiarity here is that the schools are public.

Besides the particulars which have been inserted in the annexed tables, we gather the following.

Of these schools 38 were situated in the city and its environs ; and the remaining 56 were found in 43 villages, 37 of which had one school each. With the exception of two Kayeths, the teachers were Mahomedans. In three schools, one of which contained 79 scholars, formal Arabic was taught; and in 91, Persian, with or without Arabic.

In this class are included Sanscrit schools also. Eight of these schools were in the city of Jounpore; and the remaining 18 were found in 14 villages. Of the teachers, 17 were Brahmins, 6 Kayeths, 1 a Rajpoot, and 1 a Kandoo; the caste of one teacher was not stated. In 17 schools only Sanscrit was taught; in 7, commercial accounts; and in 2 Hindee spelling. The course of Sanscrit study embraced many difficult works on grammar, and was extensive, owing probably to the proximity of this district to that of Benares, the seat of Sanscrit learning in these provinces.

AZIMGURH.

The elaborate report on this district has been prepared by Mr. J. Muir, the Collector, from the statements of his Tehseeldars, some of which he has had tested by his own private Pundit, and the Moulvee of the Azimgurh school. The result of the enquiries made by the latter individuals has led him to the conclusion that the number of scholars has been somewhat overstated in the statements.

The pergunnahs of Nizamabad, Muhol, Deogaon, and Sekunderpore, contained the largest number of schools.

Ten of these were situated in the town of Azimgurh, and the remaining 151 in 125 villages, 109 of which had one school each. The teachers were all Mahomedans, with the exception of four, the castes of three of whom were not stated; the fourth was a Kayeth. Mr. Muir notices 19 different modes of remuneration, of which the practice of giving cooked food daily to the teachers appears to be the most common. Fees on beginning a new book; presents on occasions of marriages; and gifts of cold weather clothing seem also to be common. The attainments of the teachers seem to be as limited, and the study of any branch of science as unusual as in other districts. Arithmetic is expressly mentioned as a subject of instruction in only five schools. The instruction in one school was confined entirely to the Koran; that in 20, to the elementary

books, as the Kureema and Mahumdnâma, which are almost invariably learnt by rote: in many of the remaining schools, it embraced the most difficult Persian books, and in some, Arabic works also. The study of Persian was in many cases, accompanied by the reading of the Koran and Sipâras. The school at Atrowlea supported by Mr. G. Norton, contained 25 boys, whose studies were the same as in the other schools.

The number of these schools was 21, and of them only one was situated in the town of Azingurh. The remaining 20 were found in 19 villages, most of the teachers were Kayeths, and one was a Mussulman. The number of scholars was 179, of whom 82 were Bunyas and 42 of "other castes." From this large proportion of Bunyas, Mr. Muir thinks that shop-keeping accounts are principally taught. No specific mention is made of agricultural accounts. In two cases, books are mentioned as taught, but they are not specified. In one of these cases the books are stated to be in the Nagree character. From the paucity of scholars of this class, Mr. Muir is of opinion that domestic instruction must be carried on to a considerable extent in the district. The people were found unable to read any printed character, whether Nagree or Kayethi with ease, being accustomed to written characters which are generally or often without the upper horizontal line, and of a more familiar shape and larger size. In regard to the language of such books as Government may publish for the people, Mr. Muir recommends that it should "not be of that sanscritized character, which is the most easily acquired and composed; but the natural language of the people, the difference between the two being much the same as that between Latinized and pure Saxon English."

Their number was 67 and they contained 592 scholars, all, but ten of whom were Brahmins. Only one of these Sanscrit schools. schools was found in Azingurh, the remainder were scattered over 58 villages, 51 of which had one school each. The teachers were all Brahmins, and imparted instruction gratuitously, supporting themselves by cultivating land, reciting Purâns, performing religious ceremonies and other occupations: four of them are mentioned as maintaining their pupils.

This embraced Grammar, Lexicology, Poetry, Law, the Purânas, hymns for worship, ceremonial observances, Course of Sanscrit study. Arithmetic and Astrology Grammar appears to be more studied than any other branch. The Tehseedar's statements shew some of the most difficult grammatical works as being taught; and the result of the trial to which Mr. Muir subjected some of the Pundits was, that while some of them evinced a considerable knowledge of the Sanscrit language, others were un-

able even to spell with accuracy. Besides the grammars above alluded to which are on the system of Panini, the more popular and simple works, entitled the *Sāraswata* and *Chundrikā*, are extensively studied by those who cannot spare time for the more scientific and comprehensive works. Mr Muir found the few students of grammar, whom he examined, unable to explain easy Sanscrit works that they had not previously seen. This circumstance, however, he does not consider as indicating that they had not mastered whatever they had been taught, but attributes it rather to the formidable difficulties with which their study is encumbered. He considers this study as eminently deserving of encouragement, being unconnected, except in its fabulous origin, with the superstitions or erroneous theology of the country, and therefore in itself a decidedly liberal study. *Astrology*, next to grammar, is the most common subject of instruction, being required to supply the existing demands of superstition. It is considered injurious in its tendency. The books on this subject which are most studied are the *Shigrabodha* and *Muhurta Chintamani*. *Purānas*. Next comes the study of this extensive class of works, the most popular of which is the *Bhagavata*. The reading of them on the invitation of private individuals, or in some cases in temples, is known to be a source of livelihood to many Pundits. Those who follow this occupation are generally of no great learning; and when they are engaged to recite a *Purāna*, their practice is to read and interpret so many verses or cantos every day, until the whole of it or the portion selected is gone through. The other branches of learning are pursued in few schools. With respect to poetry, Mr. Muir observes that it is to be lamented, it should be so little taught there; as, though mythological in its subjects, it is yet generally studied with much the same general view as among ourselves. On the effect of the study of Sanscrit in the rural population, Mr. Muir's observations are to the following effect. Those who have received a Persian education doubtless diffuse more rational and practical ideas than are derived from Sanscrit authors: still Sanscrit students, deriving from their own works, thoughts, images and sentiments which have been transmitted, in language copious and expressive, from the best days of Hindee civilization, must undoubtedly aid in the diffusion of knowledge among the rustic population around them.

Mr. Muir has less hope of being able to effect any general improvement in these schools than in the Persian and Hindee; the general aims of Sanscrit students rendering them less open to the influences which act upon the other classes of the community. He, however, thinks there is ground for the expectation that as the vernacular literature improves, by the introduction into it of works of useful information written in an attractive style, it will force itself upon the attention as well as of Sanscrit teachers and students as of other classes. The improvement of the native literature is a point which

demands serious attention. At present Pundits are guided in their orthography by the ear, and they are almost the only persons in the villages competent by their knowledge to teach the correct use of the vernacular.

The books supplied by Government have sold very well; and those in Urdu better than the Hindee.

AGRA.

This is Mr. Fink's third report on this district, and it gives a view of the progress of native education during the past official year.

It was stated in the last report that the distribution of rewards to masters which ought to have taken place immediately on the close of 1845-46, had been postponed to the month of August. The schools which had been supplied with Government school books were accordingly examined in September, and the amount of money distributed on this occasion to 43 Persian and 53 Hindee teachers was 249 rupees and 7 annas. The number of Persian and Hindee scholars attending these schools was 512 and 819 respectively; of the former 296 and of the latter 396 offered themselves for examination in these books.

The number of Indigenous School's had risen from 243 to 284, and the number of scholars attending them from 2,403 to 3,061. There has thus been an increase of 41 schools and 658 scholars during the past year. The number of schools which had been broken up was 64, and that of new ones established 105. Some of the teachers of the former were found employed in the latter.

The number was 112 at the close of 1845-46; and at the end of the last year it was 126. During the intervening period the schools of 17 villages had been closed, but new schools had been opened in 31 villages. The largest of the entire number of these villages contained 2,203 houses; the smallest 22. Fifty-nine villages contained more than 200 houses each, and 35 of these had only one school each; the number of schools in 24 varied from two to ten. Thirty-four villages contained between 100 and 200 houses each; and of them two had two schools each, and 32 one each. The remaining 33 villages which had each less than 100 houses had only one school each.

The number of these schools had risen from 87 to 105, of which 58 were situated in the city. Of the remaining Persian schools. • number two villages had eight and three schools

respectively ; six villages had two schools each ; and 24 one each ; which makes a total of 32 villages in the district in which there are Persian schools. Of the teachers 90 were Mahomedans, 13 Kayeths, one a Bunya, and one a Dhusar. In the course of instruction, some improvement had taken place, but the method of teaching continued unaltered. The Government books were found in use in 41 schools, and the number of scholars reading them was 224, very few boys read Nos. 3 and 4, (on land measurement and Putwarries' *Nugshos* and accounts) of Ram Suran Dass' books. A new book in Urdoo in forms of address and correspondence had been prepared and distributed during the year ; and it appeared to be much liked. "The Acchar Abhyas" was extensively used as a primer by Persian scholars, which is an improvement upon the prevalent practice of using the "Kurimā" for the same purpose. In three of these schools Hindee, and in one English spelling was taught

The number was 156 at the close of 1845-46; during the past year it had risen to 179, of which thirty-five were found in the city. The remaining 144 were situated in 110 villages ; 89 of which had only one school each. Of the teachers, 156 were Brahmins, 25 Kayeths, 3 Vaishnavas, 2 Rajpoots, 1 a Bunya and one Sunyassee. Most of the Kayeths were found in the pergunnahs of Pinabut. Fourteen teachers were found holding 114½ beegahs of rent-free land as compensation either for the instruction they imparted or for the services which they performed in the village temples in the capacity of priests. Amongst the scholars of miscellaneous castes, the number of Souars and Jats was large. In 11 schools only Sanscrit was taught ; in 99 only Hindee ; and in 69 both Hindee and Sanscrit. The Government books had been introduced into 42 schools, and the number of scholars reading them was 270.

The number of these schools was reduced during the past year from 11 to 9, and that of scholars from 354 to 320. Instruction was imparted in the principles of Christianity in addition to the subjects usually taught in native schools. Two schools were for instruction in English ; two for Urdoo and Persian, and five for Hindee.

Mr. Fink places the ignorance of native females and the introduction of printing into the country in the same category. On the latter subject he remarks that "books calculated to demoralize the heart and give the mind a wrong bent have multiplied ; and consequently, a great many opinions and sentiments which were giving way before the progress of truth have regained possession of their native mind and fortified it anew against the reception of correct and wholesome opinions."

Mr. Fink states that he has observed the Agra College to exercise an injurious, as well as a beneficial, influence on native education. As an indication of the latter he says that 25 of the teachers in the whole district had been educated at the College, and with reference to the former he remarks that free instruction imparted in that Institution injured not only the Indigenous schools by drawing away from them scholars who can pay for their education, but the College itself by making it accessible to the lower orders of the community, fear of association with whom deterred the respectable people from sending their children thither.

After Mr. Fink had finished his report he received from the Public school at Futtehpoor, Moonsiff of Futtehpoor Seekree, a report of the public school which he (the Moonsiff) and two Peerzâdas resident in that town had established in January last. It was conducted by two teachers, one of whom had been a senior scholar in the Dehlie College; and contained 33 boys whose studies were—in Persian, Karimâ, Khâliqbari, Amad-nama and Grammar—in Arabic, Meezan Mun-shaib, and Sarf. Mir—and in science, arithmetic and Euclid's elements. The monthly expences of the institution, amounting to about 25 rupees a month, are liberally defrayed by its founders.

The age at which Mahomedan scholars enter school is stated to be either 4 years, 4 months and 4 days, or 5 years, 5 months and 5 days; but a long time generally elapses before they begin to make any progress in their studies. It is proposed, therefore, in one of the reports that an effort be made to teach the school masters to employ this initiatory period more profitably by establishing model seminaries similar to the Infant schools in England, in which instruction should be made pleasant to the scholars by being combined with amusement. Hindoos also, it is supposed, would send their children to these schools, as amongst them the age of entering school is generally a year later.

Hindee teachers are always described as men of very limited attainments; Persian teachers are generally ignorant of arithmetic; Sanscrit teachers as being some times learned, but generally acquainted with those books only in which the duties of priests, the performance of religious rites and ceremonies, and the rules of astrological calculations are explained.

Agriculturists seem generally averse to education, because they consider it not only of no use to them, but as tending to make their children, when educated, discontented with their condition.

Every where Mahomedans and Kayeths attend Persian schools, and Brahmins and Bunyas Hindee schools in larger numbers than any other classes.

There appeared to be no building in any of the above districts, excepting Azimgurh, which was set apart or built, expressly for the purposes of a school by the people.

(Signed) C. C. FINK,

Supdt. Indigenous Schools.

APPENDIX G.

*Course of Studies proposed to be followed in the several Colleges
for the Year 1847.*

DELHIE COLLEGE.

ENGLISH DEPARTMENT.

1st Class, 8 Pupils.

History and Literature.—Hume's History of England; the reign of Charles I. and Commonwealth; Gibbon's Roman Empire; the reign of Justinian and the History of Mahomud and the Khalifs; Brongham's Political Philosophy, vol. 1; Richardson's Selections; to read Hamlet, Midsummer Night's Dream; Cato; Thompson's Venice Preserved; part of Milton, and to revise Macbeth, King Lear, Othello, and four books of Milton; Wayland's Political Economy (larger work, the whole,) Bacon's Novum Organum, the whole.

Law.—Marshman's Civil Law, 3rd and 4th chapters.

Science.—Peschet's Natural Philosophy, vol. II. Whewell's Mechanics (only first division); Library of Useful Knowledge; Physical and Mathematical Geography; Hall's Differential Calculus to the end, and first six chapters of Integral Calculus, (only the first division); to repeat Trigonometry and Analytical Geometry of two dimensions (only the first division); Bridge's Algebra to the end (only the 2nd division); Hutton's Spherical Trigonometry, the whole; Hutton's Analytical Geometry of two dimensions; Drawing (optional.)

2nd Class, 11 Pupils.

History.—Brief Survey of History, part 2; Pinnock's Goldsmith's History of England, the whole.

Literature.—Richardson's Selections, 100 Columns; Goldsmith's Geography to the end.

Science.—Rickett's Natural Philosophy (Mechanics); Euclid, books 3rd and 4th; Bridge's Algebra to Simple Equations; Bonnycastle's Arithmetic to the end; Composition and Translation; Drawing (optional); Nagree, (Prem Sagur); Persian, optional, but all attend.

3rd Class, 23 Pupils.

Marshman's History of India, the whole; Edward's Geography, first half; Poetical Reader, No. 3 the whole; Grammar to finish; Arithmetic to finish; Euclid, 1st book: Translation from Urdu into English; Writing or Drawing, (optional;) Nagree, (Prem Sagur).

4th Class, 25 Pupils.

Prose Reader, No. 4, the whole; Brief Survey of History, part 1st to page 142; Lennie's Grammar (Syntax) the whole; Clift's Geography, the whole; Arithmetic to Decimals; Translation from Urdu into English; Selections from Urdu Poets; and Ahmad Ally's Grammar.

5th Class, 27 Pupils.

Goldsmith's History of Rome, as a Reader, to page 107; Lennie's Grammar, to page 118; Arithmetic as far as Reduction; Translation and Writing from dictation; Selections from Urdu Poets, the whole; Copy Writing one hour a day.

6th Class, 21 Pupils.

Prose Reader, No. 3, the whole, and 40 pages of Reader No. 4; Grammar (orally and parsing): Bagh-o-Behar, the whole; Writing from dictation and translation into Urdu: Arithmetic, from the beginning as far as Simple Reduction.

7th Class, 21 Pupils.

Prose Reader, No. 3, the whole; Grammar, (orally and parsing); Urdu Reader, No. 3; Writing (English and Urdu.)

8th Class, 18 Pupils.

Prose Reader, No. 1, the whole, and half the Reader, No. 2; Urdu Reader, No. 1, the whole; English and Urdu Copy Writing.

The Pupils, 28 in number of the 9th and 10th classes will read the first Elements of the English and Urdu Languages.

ORIENTAL DEPARTMENT.

Arabic.

Fiqh.—Durar-al-Mokhtar, the whole.

Adab.—Tareekh Yemenee to finish (if printed); Hamasa of Abu Tama, first chapter.

History.—Jamai-al-Tuwareekh, or History of the East.

Science.—Phelp's Optics, the whole; Herschell's Astronomy, one half; Ram Chund's differential Calculus, the whole. They have read all other books, (Science) that have been translated.

Moral Science.—Paley, as much as may be printed; Drawing and Surveying optional; Composition twice a week.

2nd Division, 3 Pupils.

Fiqh.—Hidayeh to finish.

Adub.—Motunubbee to finish. To read Tareekh Yemenes with the 1st Division. In other studies like the first Division.

1st Division of the 2nd Class, 3 Pupils.

Nuho.—Sharah Moollah, to finish.

Logic.—Sharah Tuhzeeb, the whole.

Fiqh.—Koodooree, one-half.

Literature.—Kalela-wa-Dumnah, one hundred pages.

Science.—To finish Algebra, Arnott's Physics, the whole; and to read as much as may be printed from L. U. K. of Magnetism; Geometry, (two books of Euclid).

History.—Brief survey of History, Part II. the whole; Translation and Composition twice a week; Drawing or Writing (optional.)

2nd Division, 6 Pupils.

Nuho.—Kafiyah, the whole.

Surf.—Merah-ul-Arwah, the whole.

Literature.—Kalela-wa-Dumnah to page 100.

History and Science with the 1st Division.

1st Division, 3rd Class, 5 Pupils.

Nuho.—Sharhi Miati Amil, the whole; Hidayet-un-Nuho, the whole.

Reading.—Arabic Reader, (Calcutta S. B. S.) the whole,

Science.—Geometry ; Algebra first half (those boys included who attended Algebra last year) ; to finish Arithmetic.

History.—Brief survey of History, Part 1st, the whole ; Translation ; Writing or Drawing, (optional.)

2nd Division, 8 Pupils.

Nuho-Meer, the whole, Sharhi Miat-Amil, the whole ; Arabic Reader (Calcutta S. B. S.) 5 pages ; Clift's Geography, the whole ; Brief survey of History, Part 1st, the whole ; to finish Arithmetic ; Geometry, 2 books of Euclid.

3rd Division, 20 Pupils.

Mezan Munshaib and Surf Meer, the whole ; Dustoor-ul-Mubtady. In Science they are in various stages of progress, and some must join one of the preceding, and others one of the following classes. 2 books of Euclid ; Writing or Drawing ; Translation.

PERSIAN DEPARTMENT.

1st Division, 1st Class, 8 Pupils.

Persian.—Punj Rooqah, the whole ; Meena Bazar, the whole ; Shahnamah, 200 pages.

Science.—To finish Arithmetic ; Geometry (2 books of Euclid) ; one-half of Algebra.

History.—Brief Survey, Part 1st, the whole ; Writing or Drawing ; Translation and Composition.

2nd Class, 2nd Division, 4 Pupils.

Tahir Wuheed to Ostrolab-Nub Daman, 200 pages ; Practical Geometry ; for the rest Sciences as first Division.

2nd Class, 1st Division, 20 Pupils.

Bahar-Danish from page 125 to page 300 ; Sikundur-Namah, 100 pages ; Arithmetic. 2nd half ; and Practical Geometry ; Euclid, 1st two books ; Geography ; Writing or Drawing.

2nd Division, 10 Pupils.

Yूसuf and Zuleykha, the whole ; Bahar Danish, 125 pages ; Arithmetic, 2nd half ; Geography ; Writing.

3rd Class, 14 Pupils.

Zuley Kha; one-half, Dustoor Sibyan; Arithmetic, first half; Writing.

SANSKRIT DEPARTMENT.

1st Class, 3 Pupils.

Sahitya Durpan from the beginning to five Pune Chheyd Sidhant Komedee to Nigunt; Grah-Laghava with Commentary, 2 Sections.

2nd Class, 3 Pupils.

Sidhant Komedee to Chutoor Arthick; Nishud, 4 Surgs.

3rd Class, 4 Pupils.

Mudho Komedee, the whole; Amur-Kosh with meaning, the whole; Rugho Vunsh, the whole.

4th Class, 3 Pupils.

Lughoo Komedee to Shut Ling; Amur-Kosh, 2 chapters.

5th Class, 8 Pupils.

Amur-Kosh, 2 chapters.

In Science the Sanscrit Pupils are in various stages of progress, and therefore join one of the classes of the Arabic or Persian Department.

(Signed) A. SPRENGER,

Secy. to Local Committee.

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## BENARES COLLEGE.

## ENGLISH DEPARTMENT.

*Literature.*

*3rd Class, S. D., 9 boys.*—Midsummer Night's Dream; Milton's book 4th; History of Rome (Lectures on) from Keightley's Outlines of History; History of England, (Keightley's) Henry VIII to James I; History of India, (Taylor's) close of the Mahratta War to the close of the Afghan War; English Composition; Whateley's Lessons on Reasoning; Law; Boutros's Principles of Legislation.

*4th Class, S. D., 9 boys.*—History of England (Goldsmith's Abridgment) Henry IV to Commonwealth; Outlines of History (Keightley's) from chapter 8th, book 1st, to the end of the 1st book; D. L. Richardson's Selections; British Poets; Goldsmith's and Similar Extracts; English Composition and Grammar; Law; Boutros's Principles of Legislation.

*Science.*

*3rd Class, S. D., 9 boys.*—Euclid, book 4th, part of 5th and the 6th with Exercises; Algebra; Surds' Variations, &c. to end of Hall's Algebra; Demorgan's Algebra; Demorgan's Arithmetic; Mensuration and Practical Trigonometry, (Chambers's Educational Course); Natural Philosophy; Chambers's Educational Course, and Lectures from Webster's Physics; Natural Theology, (Lectures on); Lectures on Chemistry.

*4th Class, S. D., 6 boys.*—Geometry, 1st and 2nd book of Euclid; Algebra, Extract of Roots, Fractions and Surds; Arithmetic; Extract of Roots; Proportion—(Extract on Commercial Arithmetic;) Natural Philosophy, Chambers's Educational Course; Use of the Globes.

*Oriental.*

*3rd Class, S. D., 9 boys.*—Urdoo—Ikhwān-us-Safā, and Translation of Marshman's Guide to the Civil Law; Introduction to Persian Grammar.

*4th Class, S. D., 9 boys.*—Urdoo-Ikhwān-us-Safā, and Translation of Marshman's Guide to the Civil Law; Introduction to Persian Grammar.

## PERSIAN DEPARTMENT.

*Literature.*

1st Class, 1 boy.—Makāmāt-ul-Harfī from chapter 2nd to 15, Alif Laila, the whole.

3rd Class, 5 boys.—Nahuv Mīr, the whole ; Muntakhabātī, Arabie to page 23, Tahir-waheed to page 25 ; Tawārikhi, Siyar-ul-Mutaakharīn to page 100.

4th Class, 9 boys.—Anwāri Suhaili, from chapter 4th to the end of chapter 10th, Nahr-ul-Fasāhat, the whole.

5th Class, 1 boy.—Gulistan to the end of chapter 2nd ; Persian Grammar, the whole.

*Science.*

1st Class, 1 boy.—Euclid to the end of the book 3rd ; Algebra to the end of Simple Equations ; Natural Philosophy to the end of Mechanics.

3rd Class, 5 boys.—Algebra, to the end of Simple Equations, case 2nd ; Euclid, to the end of book 2nd, and 10 Problems of 3rd book ; Natural Philosophy to the end of Mechanics.

4th Class, 9 boys.—Geography to page 60 ; Arithmetic to Rule of Three, (Simple.)

## SANSKRIT DEPARTMENT.

*Grammar.*—Sidhānta Koumudi, Paribhāshendusekhara, Sabden-dusekhara, Manoramā Sabda, Ranstuba, Madhya Koumedee, Lughu-Komedee, Mahabhashya.

*Poetry and Belle's Lettres.*—Sahitya Durpana, Kavya Prakasa, Raghuvansa, Magha, Naishadha, Mrichchhakati Kiratarjuniya, Hitopadesa Sanskrita, Mala, Meghadūta, Mudrarakashasa.

*Vedānta.*—Sankshepa Sararika, Panchadasi, Vedānta Sutra Vrith, Vedānta Pribhasa.

*Logic.*—Gagdeesi, Muktavali, Tarka, Sangraha, Gadadhari, Bhasha Parichchedee.

*Sankhya.*—Sankhya Bhashya, Yoga Bhashya, Sankhya Kaumudi.

*Law.*—Kalamadhava, Dayabhaga, Maun Mitakshara.

*Astronomy* —Goladhyaya, Ganitadhyaya, Lilavati, Soorjya Sidhanta Vijaganita.

*Mathematics and Natural Philosophy.*—Ganitadhyaya; Euclid's Geometry; European Algebra; Lilavati Vijaganita, Goladhyaya.

(Signed) J. R. BALLANTYNE,

*Secy. Local Committee.*

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AGRA COLLEGE.

ENGLISH DEPARTMENT.

1st Class.—Bacon; Milton, 4 books; Shakespeare's Macbeth, Hamlet, Midsummer Night's Dream; Hume's Henry VIII., Elizabeth, and Charles I; Gibbon; Reign of Justinian, and the History of Mahomed and of the Kaliphs; Paley's Natural Theology; Marshman's Guide to the Civil Law, 1st Division; Blackstone's Commentaries, 1st Division, the whole; 2nd Division, 1st and 2nd volumes; McCulloch's Political Economy; History of British India.

Additional Reading required of Senior Students, Shakespeare's King Lear and Othello; Hume, from the commencement to the reign of Henry VIII. and the Commonwealth.

Science.

1st Division.—Pratt's Principles of Mechanical Philosophy; Statics and 1st two books of Dynamics; Phelp's Optics; Hymer's Astronomy.

2nd Division.—Differential Calculus; Conic Sections; Plane and Spherical Trigonometry; Mechanics as taught in the Introduction L. U. K.

Both Divisions.—Principles and Practice of Topography; Elements of Architectural Drawing.

Both Divisions.—Experimental Philosophy as taught in the Principal's Lectures.

2nd Class.—Richardson's Selections; Pope's Essay on Criticism, and Thompson's Seasons; Outlines of the Histories of England, India, Greece and Rome; the first six, and eleventh and twelfth books of Euclid; Algebra as far as Quadratic Equations; Introduction to Mechanics, Hydrostatics and Pneumatics; the whole of Clift's 2nd Geography and his Political Economy.

3rd Class.—The whole of Prose Reader, No. 5, and Poetical Reader, No. 4; the whole of Clift's 2nd Geography; Marshman's Brief Survey of History, 1st part; and the Outlines of the History of England; the first four books of Euclid, and Arithmetic generally; Algebra, as far as Involution and Evolution.

4th Class.—The half of Prose Reader, No. 5, and Poetical Reader, No. 3; Outlines of Geography with the form and divisions of the Earth; Arithmetic, as far as Compound Proportion: the first book of Euclid.

NOTE.—The studies of the classes junior to the above, will be graduated downwards in a similar manner.

ORIENTAL DEPARTMENT.

Arabic.

1st and 2nd Divisions.—Hidaya,* the whole; Dewan* Mootanabee, the whole; Furaiz Shureefee, the whole; Shashee, the whole; Mayboodi, the whole; Meer Zahid Rissala, the whole; Meer Zahid Moolah Julal, the whole; Towzee* (Law) the whole; Soollum (Logic); Marshman's Guide to the Civil Law, so much as relates to Moonsiffs; Mukamat Hureeree, the whole; History of India and Clift's Geography, the whole; Arithmetic and Algebra, as far as Simple Equations; Euclid and Plane Trigonometry.

The works marked thus (*) will be read by the 1st division only.

1st Persian.—Towkiat Kisra, the whole; Qusaid Urfee, the whole; Mukhzunoolfuvaaid, the whole; Tooghra, the whole; Punjrooqka Zahoory, the whole; Euclid and Plane Trigonometry; Arithmetic and Algebra, to Simple Equations; History of India and Clift's Geography.

2nd Persian.—Secundernama, 160 pages; Aboolfuzl, from the 35th to 125th page; Quwaid Farscee, the whole; Madho Ram, from the 16th to the 88th page; Arithmetic and Clift's Geography.

1st Urdu.—Araish Mahfil, 100 pages; Gilchrist's Rissala, 70 pages; Bagh-o-Bahar, the whole; History of India and Clift's Geography; Arithmetic.

1st Sanscrit.—Siddhant Kowmodee, from page 200 to page 300; Byakaran Bhooshurn, from page 50 to 100; Mano Sanhita, from page 400 to page 550; Nishad Kavya, from page 400 to page 500; Dae Bhag, the whole; Vikrum-oor-vushee, the whole; Punchdushee, 50 pages.

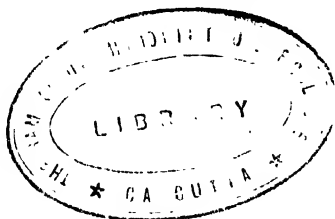
2nd Sanscrit.—Maghakava from page 120 to page 280, Raghovansa-kavya, the whole; Brief Survey of History, and Clift's Geography, the whole of both; Lilavatee and Arithmetic, the whole; Euclid, 4 books; Algebra, the fundamental Rules.

1st Hindee.—Mahabharut, 3 volumes; Ramayan, the whole; Brief Survey of History, and Clift's Geography, the whole of both; Euclid, 1st, 2nd, 3rd, 4th, and 6th books.

NOTE.—The studies of the classes junior to the above, in the respective branches, will be graduated downwards similarly.

(Signed) J. MIDDLETON, Secy.

Local Committee, P. I. Agra



APPENDIX H.

Abstract Statement of Receipts of the Education Department, from 1st May 1846, to 30th April 1847.

BALANCE OF 1845-46.				RECEIPTS IN THE BOOKS OF THE ACCOUNTANT.				LOCAL FUNDS.														
	Stock in Government Securities.	Balance at the 30th April 1846.	Add by errors of Account.	Total of Balances with Accountant.	Balance of credit of the 30th April 1846.	Refunded charges.	Parliamentary Grant.	Special Grant.	Interest on General Advances from Calcutta.	Interest on vested funds.	Collection of Taxes on allowed villages.	Government Donations.	Total.	Sale of Stocks.	Tuition.	Fines.	Entrance Fees.	Local Subscriptions.	Miscellaneous.	Total.	Grand total of the 30th April 1846.	
Alipore College,	18400	0	0	0	0	3945	5100	0	0	1683	25974	7	257	0	133	0	138	0	0	0	18400	25974
Banars College,	136000	0	0	0	0	439114	0	0	0	34685	7	257	0	133	0	138	0	0	0	0	136000	25974
Dubli College,	170000	0	0	0	0	3551	911	0	0	1306713	1122010	4	990	0	34612	8	154	0	0	0	170000	25974
Alkhalid School,	0	0	0	0	0	67011	3	0	0	67011	3	315	0	59	0	0	0	0	0	0	0	67011
Buxilly School,	0	0	0	0	0	467	411	0	0	467	411	0	0	0	12	0	0	0	0	0	467	
Glasgow School,	0	0	0	0	0	15912	0	0	0	15912	0	0	0	0	0	46	0	0	0	0	15912	
Jadavpur School,	0	0	0	0	0	54011	2	0	0	54011	2	0	0	0	0	0	0	0	0	0	54011	
Bagpur School,	0	0	0	0	0	165	0	0	0	165	0	0	0	0	0	44	0	0	0	0	165	
For general purposes, 1,10,108-8-7.																						
For general purposes, 13,883-7-5.																						
Grand total of the 30th April 1846.																						

ACCOUNTANT'S OFFICE, N. W. P.

Agro the 17th March, 1843.

22

(Signed) C. GRANT,
accountant, N. W. Province.

A.

Table shewing the Centesimal proportion of Males under instruction to the number fit for instruction and the average proportion of area to each School in each District in 1846-47.

DISTRICTS.	Number of Towns and Villages.		Population.			Number of male children actually under instruction.			Percentage of total number of scholars to the number of children fit for instruction.	Area in square miles from a table in the Sadler Board Office.	Average proportion of area to each School.	REMARKS.	
	Having Schools.	Without Schools.	Mahomedans.	Hindooes.	Total.	Mahomedans.	Hindooes.	Total.					
Farrukpore, .. .	50	416			2,81,311	19,293	500	748	1,241	6.4	1,203	11.4	* Including 354 boys in the Government and Missionary Schools, the cost of all of whom are not given in the tabular statement. † Mr. Montgomery gets 7 per cent. by M. Cousin's system of calculation.
Cannanore, .. .	291	1,474			8,39,661	69,972	815	3,629	4,444	46.6	2,306	4.92	
Etawah, .. .	38	1,460	26,151	4,32,459	4,58,610	38,217	302	631	933	2.18	1,265	12.05	‡ Mr. Alexander assumes the number of boys in the district at 91,727 or about $\frac{1}{10}$ th of the population, and gives 90 as the percentage of boys under instruction to the number fit for receiving it.
Moradabad, .. .	110	3,095			8,99,420	74,951	1,065	1,779	2,844	3.78	1,817	5.92	§ Mr. Wilson assumes 1,01,292 or a little less than $\frac{1}{10}$ th of the population as the number of male children capable of receiving instruction, the proportion of which to the number of scholars is as 100:24. The area of the district is stated by Mr. Wilson to be 247 $\frac{1}{2}$ square miles.
Delhi, .. .	24	386	90,91	2,14,521	3,05,503	25,459	1,807	1,583	2,790	10.95	456	1.42	|| Mr. Robert's estimate is $\frac{1}{10}$ per cent. for the whole district and $\frac{1}{11}$ for the city alone.
Jounpore, .. .	57	3,323			6,86,004	57,167	327	565	892	1.94	1,141	9.53	¶ Mr. Muir assumes the number of male children to be 1,63,133 or the $\frac{1}{10}$ th of the total population, and gives 0.90 per cent. as the proportion of the number of persons under instruction to the number of male children in the district; but he has forgotten to make a deduction for children too young for instruction.
Azimgurh,	186	6,091			9,78,798	81,566	568	1,273	1,641	2.01	1,699	7.69	
Agra, .. .	126	1,233	70,821	5,85,425	6,56,246	54,687	436	2,844	3,381	6.16	1,403	4.94	

(Signed,) C. C. PINK,
Superintendent, Indigenous Schools.

B.

Table shewing the state of the Persian and Arabic Schools in each District in the year 1846-47.

Districts.	Total No. of Schools.	Total No. of Teachers.	Number of Teachers who instruct gratuitously— Who have fixed incomes.	Average monthly income.		Number of Schools which are held in	Number of Teachers who have been employed in their respective Schools	Scholars distributed into castes.	Average period of pupillage.		REMARKS.
				Rupces.	Annas.				Years.	Months.	
Paniput, ...	46	48	5	43	5 5	17	24	2	4	5	In Schools of formal Arabic.
					5 13	0				14	In Persian Schools.
Cawnpore, ...	195	195	15	180	26 4	6	169	13	8	5	In Arabic Schools.
					4	0				11	In Persian Schools.
Etawah, ...	52	52	1	51	5 14	8	43	3	1	0	In Schools of formal Arabic.
Moradabad, ...	248	248	3	244	5 7	9	233	10	4	0	In Persian schools.
Dehlee, ...	268	269	63	206	3 10	4	156	32	80	0	
Jounpore, ...	94	94	4	90	5 4	3	88	3	3	0	
					3	0				7	
Azimgurh, ...	161	161	5	156	15 5	7	153	3	3	2	
					6 6	6	75	19	5	15	
Agra, ...	105	105	8	97	6 6	6	75	19	5	15	
					6 6	6	75	19	5	15	
					6 6	6	75	19	5	15	
					6 6	6	75	19	5	15	
					6 6	6	75	19	5	15	
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					6 6	6	75	19	5	15	
					6 6	6	75	19	5	15	
					6 6	6	75	19	5	15	
					6 6	6	75	19	5	15	

* Average upon 36 teachers, the others receiving only occasional presents.

(Signed,) C. C. FINK,

Superintendent, Indigenous Schools.

C.

Table showing the state of the Sanscrit and Hindee Schools in each District in the years 1846-7.

DISTRICTS.	Total No. of Schools.		Total No. of Teachers.		Average monthly Income.		Number of Schools which are held in			Number of Teachers who have been employed in their respective Schools.					Scholars distributed into castes.						Average period of pupillage.		REMARKS.				
			Who instruct Government Schools.	Who have fixed incomes.	Rupces.	Annas.	Pies.	Private dwellings.	The Teacher's house.	Temples.	Other places.	For 10 years and upwards.	From 2 to 10 years.	From 1 to 2 years.	From 6 months to 1 year.	For 6 months and less.	Total No. of Scholars.	Mahomedans.	Brahmins.	Rajpoots.	Kayeths.	Banyas.		Other castes than these.	Years.	Months.	
Paniput,	59	66	29	37	(a) 2	11	3	11	34	4	9	14	96	1	3	11	623	2	331	0	2	218	70	1	1	In Sanscrit Schools.	
Cawnpore, ..	338	338	52	281	(b) 4	12	7	258	67	3	13	43	69	61	79	86	9218	82	1477	368	130	387	574	(b) 6	1	In Hindee Schools.	
Etawah,	53	53	7	46	(c) 3	11	5	41	10	1	1		see abstract			435	4	196	28	28	99	89	5	7	In Sanscrit Schools.		
Moradabad, ..	81	81	7	74	(d) 3	11	4	40	36	1	4	35	24	6	4	12	1127	7	363	89	6	454	206	not given	5	In Hindee Schools.	
Delhi,	55	53	7	46	(d) 3	14	14	24	28	1	0		see abstract			918	9	927	37	7	423	146	6			(d) Three Teachers get Rs. 60 a month, which raises the average considerably. The average upon the remaining 46 Teachers is Rs. 3-3-5.	
Jounpore, ..	26	26	19	7	3	7	0	7	16	0	3	16	5	3	0	2	325	2	236	2	1	32	52	not given			(e) Average upon 19 Teachers and inclusive of the value of food. (f) Three of these for Sanscrit Schools are Patisalas or Schoolrooms. (g) period of incumbency for four Teachers not stated.
Azimgurh, ..	88	88	69	19	(e) 3	9	8	20	61	1	(f) 6	29	28	4	2	(g) 0	768	4	608	26	4	82	44	do.	do.		* Exclusive of Scholars in the "Missy, and other Schools."
Agra,	178	183	37	108	4	8	0	31	64	25	59	75	53	21	15	18	2072	12	742	189	87	818	224	4			

(a) Average upon 17 teachers, the others being paid in grain at each harvest.

(Signed) C. C. FINK,

Superintendent, Indigenous Schools.

Abstract Statement of Disbursements of the Education Department, from 1st May 1846, to 30th April 1847.

	Establishment.	Scholarships.	Contingencies.	House Rent.	Purchase of Books.	Pensions.	Repairs of Colleges and Schools.	Annual allowance for prizes.	Cost of philosophical apparatus, &c.	Add by errors of Accounts.	Total.	Grand Total.
Agra College,	38410 12 10	3904 0	1211 3 7	0 0 0	3682 7 6	169 10 8	1766 0 6	300 0 0	405 0 0	0 0 0	49860 3 1	
Benares College, ..	34718 1 2	4363 8 3	1676 7 9	1500 0 0	1878 11 6	240 0 0	329 8 5	150 0 0	0 0 0	0 0 0	44856 10 1	
Delhi College, ..	34787 0 0	8352 0 0	1276 0 0	0 0 0	6933 8 2	100 0 0	35 8 0	680 15 0	0 0 0	0 0 0	52224 15 2	
Allahabad School, ...	4068 0 0	603 0 0	367 0 0	0 0 0	734 6 6	0 0 0	8 3 8	70 12 9	0 0 0	0 0 0	5861 6 11	
Bareilly School, ..	12769 0 0	384 0 0	458 6 7	474 3 1	222 15 0	0 0 0	140 9 0	96 0 0	0 0 0	0 0 0	14644 1 8	
Ghazepore School, ...	8060 0 0	208 0 0	360 1 6	200 0 0	164 4 9	0 0 0	0 0 0	96 0 0	0 0 0	0 0 0	9089 6 3	
Jubbulpore School, ...	4476 0 0	0 0 0	0 0 0	132 0 0	253 9 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	4861 9 0	
Saugor School, ..	7930 4 9	72 0 0	632 1 6	0 0 0	142 0 0	0 0 0	231 8 1	96 0 0	0 0 0	0 0 0	9103 14 4	
Meerut School, ..	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	763 6 8	0 0 0	0 0 0	0 0 0	763 6 8	
	146218 10 9	17868 8 3	6081 4 11	2306 3 1	14011 14 5	608 10 8	3274 9 4	1489 11 9	405 0 0	2967 7 4	194222 0 6	
Stock with Government Agent, ..	...	...	...	...	...	...	...	...	...	...	563561 14 6	
Stock with Local Committee at Benares, ..	...	...	...	...	...	...	...	...	...	...	5000 6 0	568561 14 6
Balance with Accountant, ....	...	...	...	...	...	...	...	...	...	...	20931 13 3 1/2	
Balance with Local Committee, ....	...	...	...	...	...	...	...	...	...	...	7446 2 10 1/2	
Rupees, ....	...	...	...	...	...	...	...	...	...	...	791163 15 2	

ACCOUNTANT'S OFFICE, N. W. P.,
Agra, the 12th March, 1848.

E. E.
(Signed) C. GRANT,
Accountant, N. W. Province.

* Rs. 2407-12-7, being the difference between assumed and actual Balance of Account on the 30th April 1846.
Rs. 569-10-9, arising from errors of Account.

